DOCUMENT RESUME

ED 159 507 CG 012 707

TITLE Careers Exploration in the Junior High School. Counselors' and Teachers' Guides.
INSTITUTION Columbus Public Schools, Ohio. Div. of Special Services.
NOTE 213p.; Best copy available

EDRS PRICE MF-$0.83 HC-$11.37 Plus Postage.
DESCRIPTORS *Career Development; *Career Exploration; *Career Planning; *Counselor Role; Curriculum Guides; Group Guidance; Instructional Materials; Junior High Schools; Junior High School Students; Resource Units; *Teacher Role; *Vocational Counseling

ABSTRACT

These career exploration guides offer junior high school counselors and teachers grade level programs for helping students understand and explore career alternatives, as well as develop the insights and individual initiative needed for realistic vocational goals. The program content deals with interests, abilities, job levels and fields, working conditions, preparation, chances for advancement, security, physical requirements and other variables relevant to the study of vocations. Of the four guides, one guide pertains to the counselor's role. The counselor is given guidelines for: (1) coordinating the junior high school vocational exploration program; (2) organizing the program according to particular objectives and materials cited for each grade level--seven, eight and nine; and (3) assisting teachers in implementing the program through counselors' knowledge of resource materials and resource people. The three other guides are curriculum guides for teachers of grades seven, eight and nine. For each grade level there are: descriptions of grade-appropriate objectives and materials; recommendations for teacher involvement in the program; suggested uses of materials and resources; and sample schedules of activities which might be considered typical of one month's programming. (Author/RF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

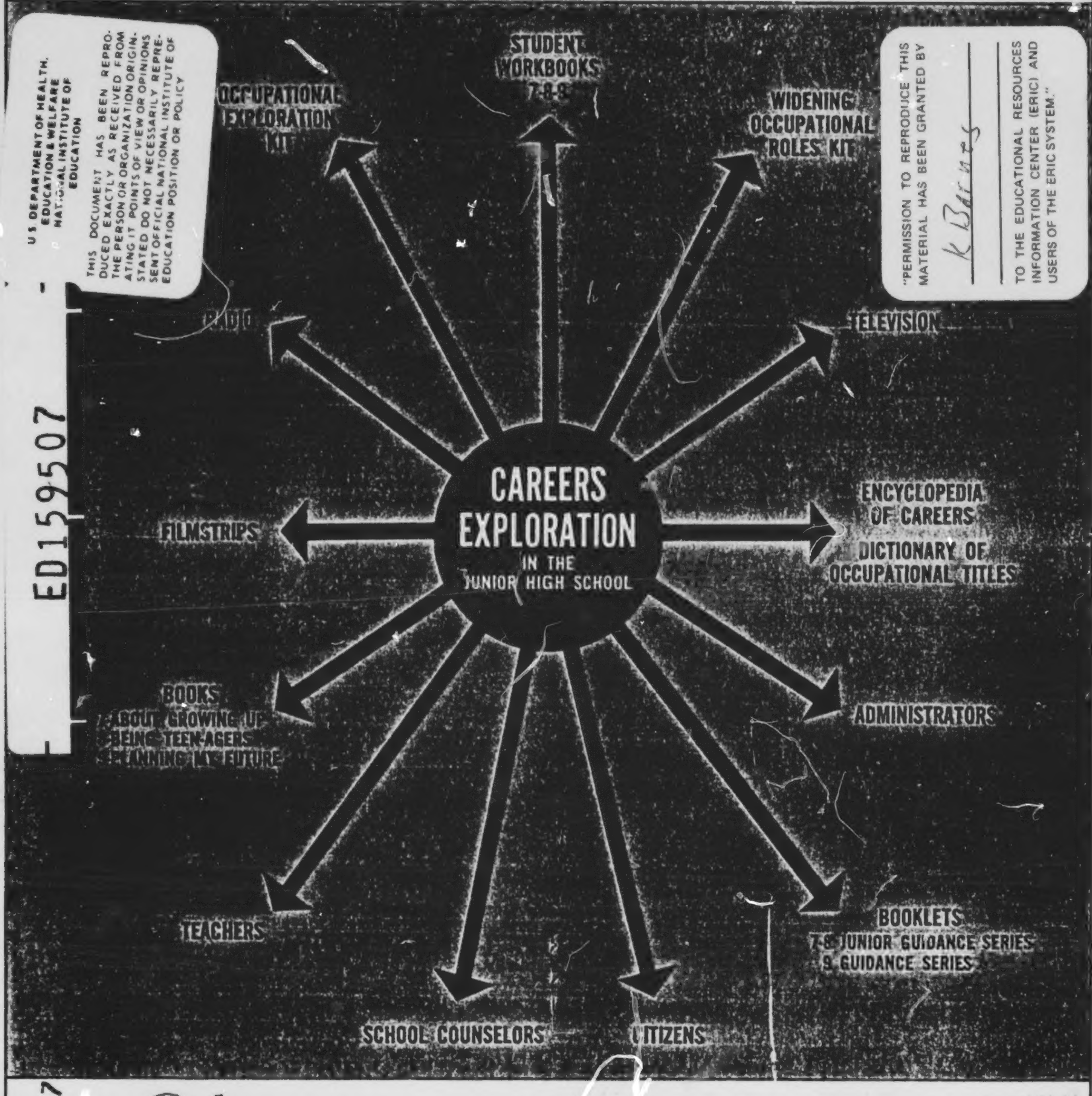
BEST COPY AVAILABLE

Counselors' Guide

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
K Barnes
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ED159507


CAREERS
EXPLORATION
IN THE
JUNIOR HIGH SCHOOL
STUDENT WORKBOOKS 7-8-9
OCCUPATIONAL EXPLORATION KIT
WIDENING OCCUPATIONAL ROLES KIT
RADIO
TELEVISION
FILMSTRIPS
ENCYCLOPEDIA OF CAREERS
DICTIONARY OF OCCUPATIONAL TITLES
BOOKS
7 ABOUT GROWING UP
8 BEING TEEN-AGERS
9 PLANNING MY FUTURE
ADMINISTRATORS
TEACHERS
BOOKLETS
7-8 JUNIOR GUIDANCE SERIES
9 GUIDANCE SERIES
SCHOOL COUNSELORS
CITIZENS

CG 012707

COLUMBUS PUBLIC SCHOOLS
DIVISION OF SPECIAL SERVICES
CHILD STUDY AND STUDENT COUNSELING DEPARTMENT
270 EAST STATE STREET • COLUMBUS, OHIO 43215

CONTENTS

I INTRODUCTION 1

II THE PROGRAM OBJECTIVES
  Grade 7. 2
  Grade 8 3
  Grade 9 4

III THE COUNSELOR'S ROLE IN THE PROGRAM. 5

IV RESOURCE MATERIALS FOR THE PROGRAM
  Grade 7 6
  Grade 8 6
  Grade 9 6
  Materials for Counselor Use 7-8-9

V DESCRIPTION OF MATERIALS
  Grade 7. 10
  Grade 8 11-12
  Grade 9 13-14
  Additional Resources 15

VI DEVELOPING UNITS (October) Unit Samples
  Grade 7 16-17
  Grade 8 18-19
  Grade 9 20-21

VII PROGRAM EMPHASES 22
  Grade 7 23-24
  Grade 8 25-26-27
  Grade 9 28-29-30

VIII A CONCLUDING WORD. 31

INTRODUCTION

The world of work is a complex product of man's ingenuity and adaptiveness. It labors daily to keep in step with the major explosions of knowledge and population which are both beneficial and detrimental to man, depending upon the context in which they are considered.

When these forces are viewed through the eyes of a typical junior high school student, this world of many choices is often so imposing and expansive that a systematic study of it, without the assistance of some knowledgeable adult, becomes difficult if not altogether impossible.

Our major objective in organizing the junior high school Vocational Exploration Program is to help boys and girls bring order to this vast maize of alternatives and to help them develop the insights and individual initiative needed for realistic vocational goals. Interests, abilities, job levels and fields, working conditions, preparation, chances for advancement, security, physical requirements, and a host of other variables may rarely be considered when a student ventures into an unaided study of vocations.

Often the naivete of youth leads them to dream of the glamor, and prestige, or to confuse genuine avocational interests for vocational ones.

Both of these 'false starts' can result in a loss of valuable time and a great deal of misplaced energy. I am sure you will agree that one of our primary concerns as counselors is to assist students in making realistic choices. At the same time, one of the most discouraging factors in counseling is the relatively small number of students we can actually work with during any given school year. This program will greatly broaden our sphere of influence and increase our effectiveness in both of these areas.

Students will recognize you as the expert and advisor to whom they may turn for detailed information not covered in their class units. Teachers will require your specialized knowledge of the vocational and social aspects of the program. You will supply students and teachers with resource materials and ideas.

In other words, you will be serving as a specialist to both students and teachers. These kinds of helping activities can only lead to a stronger program of guidance and counseling in your school both at group and individual levels.

We want to encourage a vigorous interchange of ideas and creative inventiveness in this, our first year of formal involvement in this program. Experiment with new ideas, encourage teachers to exercise flexibility in their presentations, and assist them in ways that will make their contributions more meaningful to their classes. Let's make this a truly creative and helping activity -- one which will have a lasting value for the youth we serve.

Harold H. Eibling

OBJECTIVES

Personal Awareness and Growth - Grade Seven

The major objectives of the 7th grade program will be to expose the student to these developmental experiences:

1. Improved study habits which will allow the student to budget his time efficiently as his assignments increase and his world expands.

2. Personal and social attributes which will assist the student in his growth toward a mature value system.

3. An overview of the student's abilities, aptitudes and interests in a series of group guidance experiences and individual counseling sessions.

4. An introduction to the many-faceted world of work, with its various job levels, ranging from professional careers, skilled, semi-skilled, etc. and how one finds his place in the total picture.

The foregoing broad objectives will be presented in eight monthly topics, specified in this guide, further spelled out in weekly sessions.

We would in no way expect this program to take on the dimensions of a patent medicine - cure-all approach to the problems of student adjustment and growth. Students will experience stress and trial and error periods in their school lives no matter how much support and direction the teacher gives them. We do, however, hope that each teacher will consider this program as a form of enrichment to his personal teaching experience, and combine the materials and resources with his own ideas to form a truly creative and meaningful class guidance program for his students.

The following section of the handbook describes the materials and resources that will be available to you this year. Please read this section carefully. If you should have questions about their specific application and use, we would encourage you to meet with your school counselor for a more detailed and personalized explanation.

OBJECTIVES

Vocational Exploration - Grade Eight

The major objectives of the 8th grade program will be to provide each student the opportunity to:

1. Gain a deeper understanding of his personality make-up stressing personal and social skills needed to better understand one's self and those around him.

2. Research a number of selected areas within certain job families to determine the various skills and training required of persons working in these jobs. These investigations then would be translated into meaningful personalized student activities which would help the student study certain jobs in more depth or in some cases assist them in planning for job entry occupation after their junior or senior high school education has been completed.

3. Learn how to apply for a job. The elementary steps to follow in applying for a job (e.g. grooming, filling out an application, setting up an appointment, etc.) will be stressed. The operation and services available to youth (such as the Youth Opportunity Center) will be described in detail stressing what they offer youth and how to locate and use their services.

4. Become familiar with the various laws governing the world of work (e.g. work permits, hours, working conditions, pay, etc.).

5. In addition, units will be presented covering such important topics as "Coming of Age," which stresses the physical and social conflicts inherent in a child's development, "A Deeper Look at You" focusing on the student's interests, abilities, his personal qualities, and other related attributes.

We would in no way expect this program to take on the dimensions of a patent medicine - cure-all approach to the problems of student adjustment and growth. Students will experience stress and trial and error periods in their school lives no matter how much support and direction the teacher gives them. We do, however, hope that each teacher will consider this program as a form of enrichment to his personal teaching experience, and combine the materials and resources with his own ideas to form a truly creative and meaningful class guidance program for his students.

OBJECTIVES

Vocational Planning and Experience - Grade Nine

The major objectives of the 9th grade program will be to provide each student with the opportunity to:

1. Gain a perspective of the world of work by relating his own thinking to the job market. Such topics as "All Jobs Are Important," "Each Job Requires Many Abilities," and "What Do I Want From a Job" will help to develop the student's thoughts.

2. View the broad fields of work from a systematic base of reference. Highly organized job briefs and occupational literature will be utilized along with class units covering such topics as "Families of Vocations," "Surveying All Fields of Work," and others.

3. Learn more about resources available to youth in Columbus in securing job training or placement.

4. The 9th grade student will additionally be given the opportunity to discuss his personal, social, and vocational interests in small group settings with his classmates. Those students wishing more assistance in investigating their vocational interests may call upon their school guidance counselor.

With the growing trend toward specialization and auxiliary services, the student can be completely overpowered by the enormity of the kinds of jobs which are open to him. So much so, in fact, that he cannot hope to explore these fields and levels without some systematic plan of examination.

The 9th grade program has been developed for just this purpose (e.g. to give each student an opportunity to examine a wide range of vocational fields and levels within these fields, to listen to and interact with persons who are actually working in them, and to visit the places of business where these kinds of activities are performed).

Our emphasis is on involvement and student participation. The 9th grade student, while being the picture of self-confidence and poise in some school situations, has reached a critical stage in his development which calls for a more detailed and precise look at the world of work and how this world relates to him.

Our program will hopefully help the student develop and expand his thinking about his vocational future and cause him to think more critically about those things in his life that will lead toward the successful implementation of those goals.

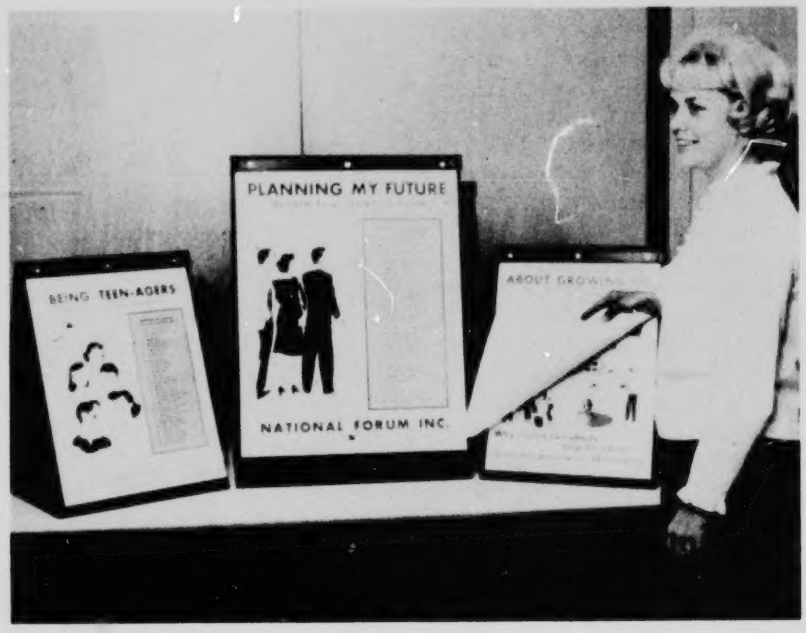
THE COUNSELOR'S ROLE IN THE PROGRAM

Coordinating the Program

The primary responsibility of the counselor is to serve as a guide and advisor to teachers in organizing their class units of study. This involves the responsibility of seeing that materials and resources are available to teachers and that they understand how they may be used most effectively.

You may wish to demonstrate specific methods of presenting units to students occasionally, but these "teaching" experiences should be demonstrative and not supportive.

As you will note in the following sections, a great deal of resource material has been provided for each grade level. Obviously, material alone will not guarantee a successful program. A rich blending of teacher talent and materials will.



Blending of Teacher Talent & Materials

RESOURCE MATERIALS

GRADE SEVEN

One complete Widening Occupational Roles Kit (W.O.R.K.)
Two sets of Job Briefs (400 per set)
Three sets of Junior Guidance Series Booklets (16 booklets in each set)
Fifty Textbooks About Growing Up
One Student Record Book to be used with the W.O.R.K.

Six Filmstrips	(1)	"Your School Record is Important"
	(2)	"Motivation - A Key to Achievement"
	(3)	"Interests Pay Off"
	(4)	"How to Study Occupations"
	(5)	"Parents Are People Too"
	(6)	"Putting Your Aptitudes to Work"

(In addition to these recommended filmstrips, the W.O.R.K. contains five presentations which are keyed to the Student Record Book.)

GRADE EIGHT

Three sets of Chronicle Occupational Briefs (400 per set)
Fifty Resource Books, Being Teen-Agers
One "Finding Your Orbit" workbook (per student)

Six Filmstrips	(1)	"Preparation for Work"
	(2)	"When You Go to Work"
	(3)	"How to Get a Job and Keep It"
	(4)	"Area Career Opportunities"
	(5)	"Salaried Worker or Self-Employed"
	(6)	"Civil Service Jobs"

GRADE NINE

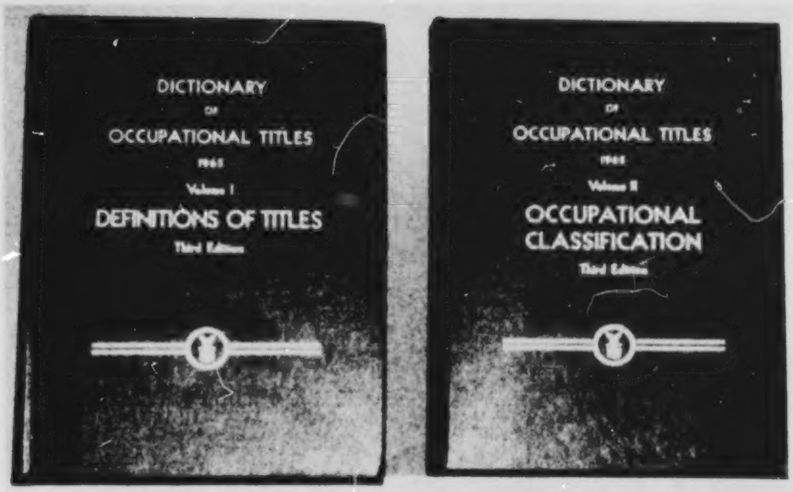
One complete set Occupation Exploration Kit (O.E.K.)
Two sets of Job Briefs (400 per set)
Three sets of Guidance Skill Booklets
Fifty Resource Books, Planning My Future
One Student Record Book (O.E.K.) per student

Six Filmstrips	(1)	"So You Want a Summer Job"
	(2)	"How to Find a Job"
	(3)	"Career Planning in a Changing World"
	(4)	"Your Life of Work"
	(5)	"Marriage and Careers"
	(6)	"Planning Ahead After High School"

MATERIALS FOR COUNSELOR USE

THE DICTIONARY OF OCCUPATIONAL TITLES (VOLS.1 & 2)

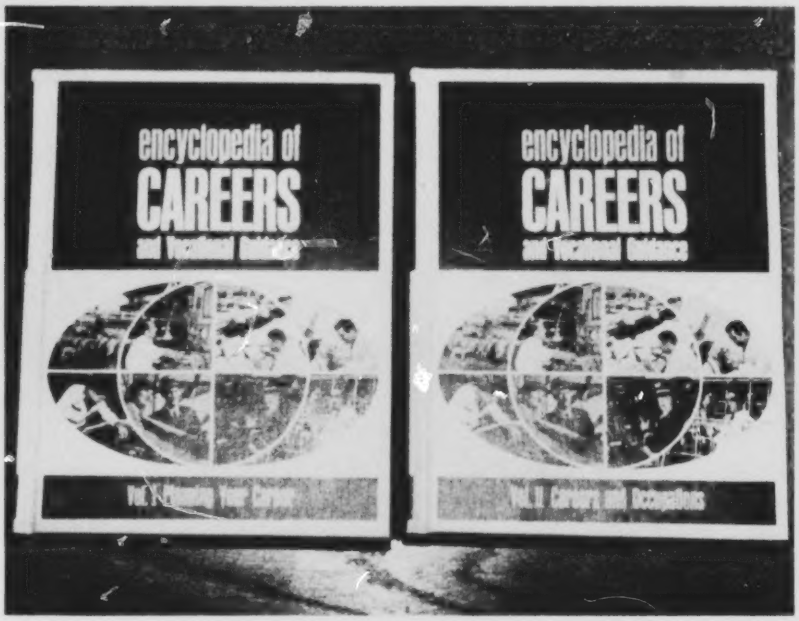
Each school will be supplied with a set of D.O.T.'s. Each set contains job analyses involving direct observations of and interview with workers, consultations with supervisory personnel, or both; and utilization of data from such sources as employers, trade associations, labor organizations, professional societies, and public employment offices. Most jobs are defined in broad, all-inclusive terms. To have the greatest applicability, the job definitions should be supplemented by information concerning specific jobs within the community.


DICTIONARY
OF
OCCUPATIONAL TITLES
1965
Volume I
DEFINITIONS OF TITLES
Third Edition
DICTIONARY
OF
OCCUPATIONAL TITLES
1965
Volume II
OCCUPATIONAL CLASSIFICATION
Third Edition

Dictionary of Occupational Titles

THE ENCYCLOPEDIA OF CAREERS (VOLS. 1 & 2)

This two volumn work concentrates on current job opportunities giving training requirements, hours, pay, and refers the reader to other sources for additional information. Each job area is described in two or three interesting paragraphs which are within the reading capabilities of most junior high school students. The encyclopedia can be used as a reference book to supplement other occupational briefs and abstracts the counselor has used in the past or in any other fashion which best serves the needs of the students.


encyclopedia of CAREERS and Vocational Guidance
Vol. I Planning Your Career
encyclopedia of CAREERS and Vocational Guidance
Vol. II Careers and Occupations

Encyclopedia of Careers

THE COMMUNITY RESOURCE BOOKLET

Community Resources

A guide to community resources and speakers has been prepared by the Child Study Department staff. This booklet contains the names and telephone numbers of area business and professional persons. These people have consented to visit schools in their area and speak with students about their work.

Should you wish to invite speakers from some specific line of work to your school to speak with a group of students, we are sure you will find this booklet extremely helpful. Should you wish to call upon a certain company or individual to make a class presentation, please contact the appropriate individuals long in advance of your program.

The Counselors' Film Strip Library

(See page 14)

Teaching Guide

Film Strip Library

RESOURCE MATERIALS FOR THE PROGRAM DESCRIBED - Grade 7

The Widening Occupational Roles Kit

The Widening Occupational Roles Kit is an excellent resource for group occupational exploration. The kit contains over 300 occupational briefs describing in narrative form occupations ranging from accountant to x-ray technicians.

A student workbook is provided for each student and contains sections on Who Are You?, What Do You Like to Do? What is a Job? What Are Job Families? What Good is School?, and concludes with a section for student research in varying occupational fields giving the student an opportunity to relate interests, education, school subjects, and other factors to the job areas they are investigating. This record booklet is described more completely in the Teacher's Guide of the W.O.R.K.

In addition to the workbook and job briefs the kit also contains a series of five film strips which you may use at appropriate points in your program.

The Junior High Guidance Booklets, which are also contained in the kit, may be used as individual units for class discussion or as student supplementary reading.

Your school counselor will meet with you to demonstrate the kit and answer any questions you might have relative to its use.

ABOUT GROWING UP

The guidance resource book, About Growing Up, is offered as a supplementary reading book for students to stimulate their thinking and encourage class discussions and self-expression.

The book contains 33 units which are not necessarily interrelated. They may be presented in the order in which they appear in the book or in any other sequence the teacher feels to be most timely and effective.

Such topics as: "How Can I Make New Friends?," "Getting Along With Teachers," "Keeping My Word," "Our Bodies Grow," are presented.

Each unit outline will have a teaching chart which relates to it. We recommend its use in bringing out the meaning of the topic for those students who best conceptualize ideas via visual presentation.

Discussion guides and notes are provided for each of the 33 units. They are offered as suggested questions for discussion. It is quite possible you may not need them, for by all means students should be encouraged to offer the first questions and the first topics for discussion.

THE "FINDING YOUR ORBIT" STUDENT WORKBOOK - Grade 8

In addition to the materials and resources listed above, the 8th grade student will be provided a copy of the student workbook "Finding Your Orbit." This workbook stresses student involvement and the personal investigation of occupations.

The teacher is encouraged to read the notes on pages V, VI, and VII of the workbook for a general description of the workbook and its recommended uses.

Sections of the workbook include: temperaments, interests, aptitudes, physical capacity, and a section providing space for the student's use in researching seven different occupations of his choice.

OCCUPATIONAL BRIEFS

As students investigate levels and fields of occupations, they will quite naturally want to know more about those fields which appeal to them.

A listing of over 300 occupational briefs keyed to the "Finding Your Orbit" workbook will be available from your school counselor for student use in investigating areas of interest. These briefs define the work itself, explain the kinds of work performed, fields of specialization, earnings, outlook, personal qualifications, educational requirements, and other pertinent data. Listing at the end of each brief assists the student in locating additional information.

Your counselor will have three sets of these briefs available to 8th grade teachers only, so you should always find one set of them available for your student's use.

RESOURCE MATERIALS FOR THE DESCRIBED PROGRAM - Grade 8

Being Teen-Agers - A Resource Book

The guidance resource book, Being Teen-Agers, is offered as a supplementary reading book for students to stimulate their thinking and encourage class discussion and self-expression. The book contains 33 units which are not necessarily interrelated. They may be presented in the order in which they appear in the book or in any other sequence the teacher feels to be most timely and effective.

Such topics as "All-Round Boys and Girls," "Personality Plus," "Making Friends," "What Makes a Good Worker?" are presented.

Each unit has a teaching chart which relates to it. The chart can be highly effective in bringing out the central points of the unit graphically.

Discussion guides and things to do are provided for each of the 33 units. They are offered as suggested questions for discussion. It is quite possible that you may not need them, for by all means, students should be encouraged to offer the first questions. Questions originating from the class are undoubtedly better than those proposed in this guide. If it is necessary to use the questions provided, teachers should not feel "locked-into" a series of questions at the expense of the more spontaneous and pertinent ones which might be forthcoming from the class. (See Discussion Topics which appear in the Teacher's Guides.)

Teacher's Guide for BEING TEEN-AGERS
NATIONAL FORUM GUIDANCE SERIES
Teacher's Guide for PLANNING MY FUTURE
Teacher's Guide for ABOUT GROWING UP
BEING TEEN-AGERS
PLANNING MY FUTURE
ABOUT GROWING UP

Guidance Resource Books

RESOURCE MATERIALS FOR THE PROGRAM DESCRIBED - Grade 9

The O.E.K. (The Occupational Exploration Kit)

The Occupational Exploration Kit (SRA) has been developed to provide a wide variety of job descriptions for student examination. Each of the job briefs contained in the kit describes a job in narrative form, giving the history of the job, what a person in this particular line of work does, different kinds or levels of jobs in that field, personal requirements, training, hours, earnings, and other important information. At the conclusion of each brief, addresses are given for students to use in obtaining additional information, and selected references are noted for more in-depth reading should the student desire a more detailed understanding of the job.

The kit contains over 400 of these briefs. Each counselor will distribute three sets of the briefs to the participating 9th grade teachers as they are requested.

In addition to the occupational briefs, each kit contains a number of guidance booklets dealing with job families. For example, there are booklets dealing with "Jobs in Psychology," "Jobs in the Performing Arts," "Jobs in Publishing," "Jobs in Building Construction Trades," and so on.

These booklets are extremely helpful to students who have limited knowledge of any occupational field. In one short session with the booklet, a student can gain a broad perspective of the kinds of things which are characteristic of that job family and thus determine whether he personally wishes to examine any specific level in that family more intensively.

The Occu Scan Coding Device

The Occu Scan (the Occupational Scanner) is a unique coding device, designed especially for use with the job briefs. Use of the scanner will enable the student to base his occupational exploration on (1) his educational plans, (2) his verbal abilities, (3) his numerical skill, and (4) his special interests. Each occupational brief has been coded in these four areas. Your school counselor will demonstrate its use in more detail.

The Guidance Series Booklets

These booklets, written especially for high school students (9-12), provide outside reading on topics relevant to occupational exploration. The eight booklets are: "You and Your Abilities," "Girls and Their Futures," "College Careers and You," "School Subjects and Jobs," "Your Personality and Your Job," "Why You Go to College," "Discovering Your Real Interests," and "Choosing Your Career."

The Student Record Book (O.E.K.)

The Student Record Book which accompanies the Occupational Exploration Kit offers each student the opportunity to record his responses to a personal study of any one of the 400 occupational briefs using the four categories of education, word ability, number ability and interest as points of reference.

The uses of the Record Book are set on page one of the booklet and should be read carefully before any exercises are completed.

Planning My Future - The Guidance Resource Book

The book, Planning My Future, contains thirty-three basic group guidance units covering such topics as "You and the World of Work," "Planning for All-Around Living," "Creative Thinking and Living," "Personal-Social Relationships," "Self Appraisal," and other related concerns. The book is available for each member of your class on a regular basis.

The Film Strip Library

Your School Record is Important
Motivation - A Key to Achievement
So You Want a Summer Job
Civil Service Jobs
Basic Subject - Preparation for Work
How to Find a Job for Yourself
When You Go to Work
How to Get a Job and Keep It
How to Study Occupations
Career Planning in a Changing World
Interests Pay Off
Your Life of Work
Area Career Opportunities
Putting Your Aptitudes to Work
Planning Ahead After High School
Parents Are People, Too
Marriage and Careers
Salaried Worker or Self-Employed

The film strips listed above should be used in conjunction with the teaching units as described in each of the three grade level Teacher's Guides. Five additional film strips accompany the W.O.R.K. for use at Grade Seven. They, of course, may be used at other grade levels should the teacher or counselor see them as useful in developing a class unit.

OTHER RESOURCES

RADIO

Your audio-visual staff will pre-record each broadcast of the "Looking Ahead" radio program. This program features a series of interviews with individuals from the world of work in which they discuss aspects of their work in their own words.

The tapes of each presentation can be obtained from either your counselor or audio-visual staff if they are notified in advance. The programs, of course, can be heard at the regularly scheduled times via WCBE if the teacher's class presentation coincides with the time of broadcast.

Teacher participation in the radio phase of the program is entirely optional, but we feel some participation would be beneficial since student interest can be best maintained through a variety of approaches.

At the conclusion of each program students will be given a number of discussion questions by the program narrator. These questions may be noted by the students or the teacher and used as an outline for a short class discussion exercise.

T.V. PRESENTATIONS

The monthly T.V. presentations will require little or no preparation on the teacher's part. Each telecast will feature an authority in some area of interest to junior high school students. The programs will run from 9:15-9:30 the second Tuesday of each month with a 15-minute discussion period following each presentation.

The teacher may wish to use the telecast as a center of some class discussion during the presentation of a subsequent unit, but this is entirely optional with each teacher. Most of the programs will be for 9th grade consumption. Some programs may be viewed by 8th grade classes if this is deemed appropriate.

UNIT SAMPLES

The unit samples shown on the following pages are offered as typical kinds of activities a counselor can organize in his school to assist teachers in planning and executing class units. Units for Grades 7, 8 and 9 through the month of October are shown.

A UNIT SAMPLE - OCTOBER - Grade 7

Month	The Week of:
October	2

Introduction of Program to the Students

The teacher could begin the first unit by passing out the "Student Record Book" and explaining its general uses. Page one should be read and questions pertaining to it should be answered.

Other materials such as the guidance resource book, About Growing Up, the Widening Occupational Roles Kit, and the materials contained in it should be displayed and described.

The school counselor could be asked to participate briefly in order to explain his role in the program and to encourage students to seek his assistance should they require individual counseling services.

Time should be provided for student questions concerning the program.

If sufficient time remains, the teacher might wish to summarize unit one and refer to the discussion questions appearing earlier in this guide. (Audio-visuals are available from the counselor, which often relate to given topics in the resource book.)

October 9

The class could listen to "Looking Ahead" (see radio schedule) with a discussion period following the fifteen-minute broadcast.

Students could complete the initial section in the Student Record Book (p.2) and individual students could examine the W.O.R.K. in order to become more familiar with its content.

Teacher should assist students who are experiencing difficulty completing the record book assignment. Every effort should be made to assure each student that no one answer is correct. They should feel completely free to record what they believe to be the correct answer from their point of view, not the teacher's or their friends'.

October 16

Unit 2 in the About Growing Up book could be read in class ("How Can I Make New Friends?") and the film strip "Who Are You?" could be shown.

Teachers should encourage students to participate in the class discussion period giving personal points they have found to be effective in making new friends.

October 23

An outside speaker could be invited to speak to the class about some aspect of his job. (See the Community Resource Book in the counselor's office.)

Unit 3 in the guidance resource book could be developed with appropriate audio-visual materials.

The Student Record Book, section 2, (What Do You Like to Do?) could be completed with the film strip of the same name being shown in class.

Students then should be encouraged to use the occupational briefs in the W.O.R.K. materials and examine any of the SRA booklets which accompany the kit.

The last Tuesday in each month has been tentatively scheduled as an assembly program day to be organized at the school's discretion. The principal may wish to include the 7th grade students in one or more of these programs, but you will be advised of any assembly programs well in advance of the day of the program.

T.V. Programs

A UNIT SAMPLE - OCTOBER Grade 8

Month The Week of

October 2

Introduction of Program to the Students

The teacher could begin the first unit by passing out the student workbooks ("Finding Your Orbit") and explaining its general uses. Other materials such as the guidance resource book and the occupational briefs should be shown and described.

The school counselor could be asked to participate briefly in order to explain his role in the program and to encourage students to visit him on a one-to-one basis should they require individual assistance.

Time should be provided for student questions concerning the program.

If sufficient time remains, the teacher might wish to summarize unit one and refer to the discussion questions given earlier in this guide. (Audio-visuals are available from the counselor which often relate to given topics in the resource book.)

October 10

TV presentation 9:15-9:30.

A speaker will discuss some aspect of the teenager's role and responsibility in the process of discovering more about the world of work. A discussion period will follow the TV presentation with the school counselor acting as discussion leader (9:30-9:45).

Teachers are encouraged to continue the discussion generated by the TV meeting in their classrooms.

October 16

Students complete the "General Educational Development" section of the workbook ("Finding Your Orbit") pp.1 & 2 and record their answers on back cover profile sheet (p.53).

Teachers help individuals who experience difficulty in completing the unit.

A short discussion of occupational levels could follow stressing the relationship between a job's level and the amount of preparation required before one can qualify for a position.

Students wishing to read occupational briefs should be encouraged to do so. (The occupational briefs should always be available to students during class periods for individual study purposes. Your counselor will send a set to you via a student helper.)

It is suggested that students see the school librarian for more comprehensive reading in job areas once they have isolated a number of occupations which are of interest to them.

October 23

Reading unit 2 in the guidance resource book "Choosing My Activities" and viewing the film strip "Interests Pay Off" are recommended for this week. (See counselor for film strip.)

Discussion of both the reading and film strip presentation could follow, using the discussion questions provided in this guide and those provided by the film strip producer. The chart which accompanies the book could be used for added visual impact.*

The last Tuesday in each month has been tentatively scheduled as an additional assembly program day to be used at the school's discretion. Your principal will advise you when such programs are to be held.

---

* Remember, your audio-visual staff will have tape recordings of the radio program "Looking Ahead." These may be used at the teacher's discretion.

A UNIT SAMPLE - OCTOBER Grade 9

Month	The Week of
October	2

Introduction of Program to the Students

The first unit should involve a broad look at the program in which the teacher explains the program's objectives, exhibits the materials to be used in the program (e.g. record books, resource books, O.E.K., etc.).

The first formal presentation could be going over the instruction page of the Student Record Book with your class.

A thorough understanding of the uses of the record book is extremely important since it is the key to the student's personal exploration of the job briefs in the O.E.K.

Take as much time as necessary going over these instructions and those relating to the general use of the O.E.K. itself. Sections of the O.E.K. guide should be read to the students (especially pages 3-6).

If time remains, you may wish to develop the points made in unit 1 of the Planning My Future book. A short discussion period could follow.

October 10

T.V. Presentation

Classes will meet to view the T.V. program.
Teachers should view the program and note points developed in the telecast for future class discussion purposes.

October 16

Presentation of a selected unit in the resource book (e.g. Unit 2 "Each Job Requires Many Abilities" and the film strip "Putting Your Aptitudes to Work") is recommended. Use the teaching chart and the discussion questions provided in this guide. They could be helpful in stimulating class discussion. (The radio program "Looking Ahead" can be pre-recorded for use during any class period if you desire.)

October 23

Exploring the O.E.K.

This unit could involve the students in the use of the O.E.K. Some groups may wish to select one of the booklets in the guidance series to read, others may investigate a number of occupations via the occupational brief. The scanner should be used by one student at a time to locate selected briefs and then passed on to another student.

This period then could involve the class in a number of independent groups, some reading from the booklets, others reading briefs, and still others working in their Student Record Books.

The emphasis in this particular activity should be on student choice. Do not structure this particular phase of the program too highly for it is very unlikely that any two members of your class will have identical occupational interests.

The other materials in the program, which are listed in the front of this guide, are always available to the teacher. They are stored in the counselor's office and are available upon request. Please work closely with your school counselor and make each unit a real contribution to the students with whom you are working.

OEK
OEK
OEK
Occupational Exploration Kit

Occupational Exploration Kit

PROGRAM EMPHASES

In developing the individual grade level program objectives, it would be wise to follow a common schedule of topics. Those which follow are suggested since they are, in most cases, keyed to the resource book and more importantly essential elements of that grade level's program objectives. When a unit or chapter in the resource book is relevant, the unit number is shown in parentheses. Teachers may refer to the appropriate section of their guide for recommended activities and discussion questions. Please encourage each teacher to stress the monthly topics in his own personal way. When it is indicated, assist those teachers who are experiencing organizational problems.

Some topics are followed by the words "special units." Special lesson plans for these topics will be provided for each teacher well in advance of the time scheduled. The "Working in Columbus" unit, for example, will be developed by the Child Study staff and made available to seventh grade teachers complete with lesson plan, suggested topics, and resource materials. Most of the topics listed, however, can be handled quite comprehensively by utilizing the materials and resources provided as basic components of the program.

FINDING YOUR ORBIT
WORK
STUDENT RECORD BOOK
OEK

Student Record Booklets

PROGRAM EMPHASES - Grade 7

October

BEGINNING MY JUNIOR HIGH SCHOOL YEARS

First Week	A New School, A New Grade	(1)
Second Week	Making New Friends	(2)
Third Week	Getting Along With Teachers	(3)
Fourth Week	Time on Your Hands	(4)

November

PERSONAL RESPONSIBILITIES

First Week	Study Skills	(5)
Second Week	Learning at Home	(16)
Third Week	Changing the Pace - It's Not All Book Work	(7)
Fourth Week	Your Part in the Group	(8)

December

PERSONAL RESPONSIBILITIES (continued)

First Week	Being a Good Sport	(9)
Second Week	Keeping Your Word	(10)
Third Week	School Service	(11)
Fourth Week	It Belongs to All of Us	(12)

January

DEMOCRATIC RESPONSIBILITIES

First Week	The Meeting Will Come to Order	(13)
Second Week	Are We Really Democratic	(14)
Third Week	Civic Responsibility	(18)
Fourth Week	Home Responsibility	(30)

February

DEMOCRATIC LIVING

First Week	Family Life (15)
Second Week	Understanding Parents (15)
Third Week	Living with the Crowd (17)
Fourth Week	Understanding the Adult World (18)

March

PERSONAL GROWTH AND APPEARANCE

First Week	Our Bodies Grow (22)
Second Week	Am I Growing Normally? (23)
Third Week	My Personal Strengths (24)
Fourth Week	How Do I Look? (25)

April

LEISURE-TIME ACTIVITIES

First Week	Movies, Radio, and Television (20)
Second Week	Why Hobbies? (29)
Third Week	Comic Books (19)
Fourth Week	My Interests and Abilities (24)

May

THE WORLD OF WORK

First Week	Learning to Work for Wages (31)
Second Week	My Own Money and How I Spend It (32)
Third Week	Summer Plans (33)
Fourth Week	Working in Columbus (Special Unit)

PROGRAM EMPHASES - Grade 8

The monthly and weekly topics shown below are recommended as points of emphases in preparing your class units. The television program will use the 9th grade monthly topics as their central theme, while the radio programs will, in most cases, be closely related to the 7th grade weekly themes. Suggested classroom activities for each of the 32 weekly topics appear in each Teacher's Manual. Related resource book chapter numbers follow each topic.

October

KNOWING YOURSELF AND OTHERS

First Week	What Do We Mean by Well Adjusted?	(1)
Second Week	Personality Plus	(3)
Third Week	Making Friends	(4)
Fourth Week	Helping Others Make Friends	(5)

November

LEARNING TO LEARN

First Week	Choosing Your High School Subjects	(20)
Second Week	Reading to Learn	(13)
Third Week	Study Time	(14)
Fourth Week	How to Take a Test	(15)

December

PREPARING FOR MY FUTURE JOB

First Week	Thinking of Future Jobs	(17)
Second Week	Should I Get a Part-Time Job?	(23)
Third Week	What Makes a Good Worker?	(21)
Fourth Week	Working With People	(22)

January

PREPARING FOR VOCATIONAL SUCCESS

First Week	Planning My Future Education	(19)
Second Week	Looking at Job Fields	(Special Unit)
Third Week	Looking at Job Levels	(Special Unit)
Fourth Week	Where to Go for Help - Seeking the Advice of the Expert	(Special Unit)

February

COMING OF AGE

First Week	Becoming Grown-Up	(24)
Second Week	Taking Part in My Family	(25)
Third Week	Our Feelings Grow-Up	(26)
Fourth Week	Handling Our Emotions	(27)

March

MAKING DEMOCRACY WORK

First Week	Democracy - A Privilege	(30)
Second Week	Taking Part in the Group	(31)
Third Week	Daring to Be Yourself	(32)
Fourth Week	Your Community and You	(33)

April

TIME OUT FOR FUN

First Week	Party Time	(9)
Second Week	Date Data for Boys	(10)
Third Week	Date Data for Girls	(11)
Fourth Week	Do I Need a Line?	(12)

May

A DEEPER LOOK AT YOU

First Week	Your Interests and Abilities (Special Unit)
Second Week	Your Personal Qualities - Temperament, Physical Abilities, and others. ("Finding My Orbit")
Third Week	Looking at Your Profile ("Finding My Orbit")
Fourth Week	Continuing the Search (Special Unit)

PROGRAM EMPHASES - Grade 9

OCTOBER

YOU AND THE WORLD OF WORK

First Week	All Jobs Are Important (1)
Second Week	Each Job Requires Many Abilities (2)
Third Week	Character and Personality Are Important (3)
Fourth Week	What Do I Want from a Job? (4)

NOVEMBER

FIELDS OF WORK

First Week	Surveying All Fields of Work (5) (Also: Automation and Your Job)
Second Week	A Realistic Look At Job Opportunities (6)
Third Week	"Families" of Vocations (7)
Fourth Week	Working with Things, People, Ideas (8)

DECEMBER

SELF APPRAISAL

First Week	Types of Abilities (9)
Second Week	Ability Plus Interest (10)
Third Week	Appraising Myself (11)
Fourth Week	Ability Plus Social Adaptability (12)

JANUARY

CHOOSING A FIELD

First Week	Choosing an Occupational Field (13)
Second Week	Testing My Ideas of a Job (14)
Third Week	Homemaking as a Career for Girls (15)
Fourth Week	Homemaking in the Career of Boys (16)

FEBRUARY

PREPARING FOR A FIELD

First Week	Preparing for a Field of Work (17)
Second Week	Should I Go to College (18)
Third Week	Opportunities for Vocational Education (19)
Fourth Week	Career Plans May Change (20)

MARCH

PLANNING FOR ALL-ROUND LIVING

First Week	Avocations for Self-Expression (21)
Second Week	What are our Basic Needs (22)
Third Week	Our Feelings and Emotions (23)
Fourth Week	What is Emotional Maturity (24)

APRIL

PERSONAL-SOCIAL RELATIONSHIPS

First Week	Going Steady (25)
Second Week	My Crowd (26)
Third Week	Sharing Leadership (27)
Fourth Week	Developing Ideas (28)

(29)

MAY

CREATIVE THINKING AND LIVING

First Week	Group Thinking (29)
Second Week	Prejudices (30)
Third Week	Reacting to New Ideas (31)
Fourth Week	Creative vs. Stereotyped Living (32)

A Concluding Word

We sincerely hope this guide will assist you in organizing the grade level programs in your school. Each grade level, as you have seen, has its own distinctive objectives and materials requiring a great deal of your time and energy as a counselor. While this program gives emphasis to the group approach, we are certain that many students will be encouraged to visit you in a regular counseling situation through their contact with you in group activities. Additionally, your visibility as counselor should be greatly improved by an occasional class involvement. As we stated earlier, you are not expected to assume a teaching role in the program, but your participation as a guidance specialist and program developer will undoubtedly enhance your image as a person to see for assistance and technical information. Your active participation as a counselor-coordinator will provide the sound leadership base this program must have to be successful.

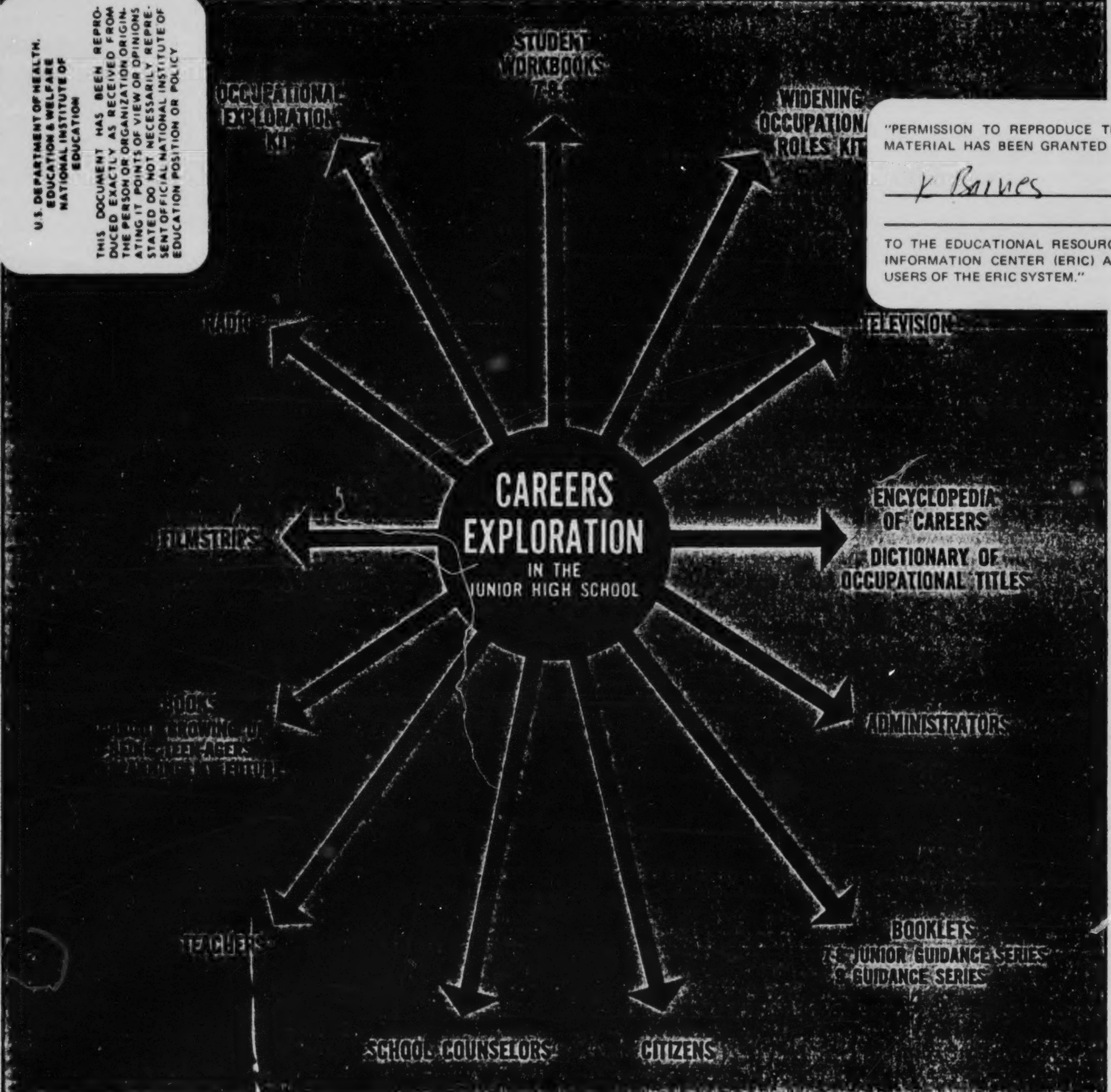
This program is indeed unique and ambitious. It will require a great deal of your time and energy. Since teachers and administrators will be turning to you for direction, let's make every effort to help those staff members who require some support. Your concern and dedication in developing the objectives of the program and guiding their implementation will certainly be watched closely by many of your colleagues. Individually and collectively let's work to make the junior high occupational exploration program an outstanding example of the value of a professionally trained counseling staff. Communicate with one another, exchange ideas, enrich the program in ways which are particularly applicable to your school, and above all encourage each participating teacher to call upon you for assistance in developing class units and in any other way that will lead to a more effective presentation of the program.

Clayton E. Ferrell

Teachers' Guide-Grade Seven

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
K Baines
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."


CAREERS EXPLORATION
IN THE JUNIOR HIGH SCHOOL
STUDENT WORKBOOKS 7-8-9
OCCUPATIONAL EXPLORATION KIT
WIDENING OCCUPATIONAL ROLES KIT
RADIO
TELEVISION
FILMSTRIPS
ENCYCLOPEDIA OF CAREERS
DICTIONARY OF OCCUPATIONAL TITLES
BOOKS
[illegible] GROWING UP
[illegible] TEEN-AGERS
[illegible] FUTURE
ADMINISTRATORS
TEACHERS
BOOKLETS
7-8 JUNIOR GUIDANCE SERIES
9 GUIDANCE SERIES
SCHOOL COUNSELORS
CITIZENS

CG 012707

COLUMBUS PUBLIC SCHOOLS

DIVISION OF SPECIAL SERVICES
CHILD STUDY AND STUDENT COUNSELING DEPARTMENT
270 EAST STATE STREET • COLUMBUS, OHIO 43215

CONTENTS

Page

I. Introduction 2

II. Objectives of the Program. 3

III. Resource Materials for the Program . . . .

1. The W.O.R.K. (Widening Occupational Roles Kit) SRA . . . 4
2. About Growing Up 4
3. Film Strips (5). 5
4. Radio Programming (one each week). 5
5. T.V. Presentations 5
6. The Counselor as Coordinator 5
    a. D.O.T. (Dictionary of Occupational Titles). . . 5
    b. Encyclopedia of Careers 5
    c. Audio Visual Aids 5
    d. Technical Assistance. 5

IV. The Role of the Seventh Grade Teacher. 6

1. Group Discussion 6
2. Scheduling the Units 7
3. Community Resources. 8
4. Meeting with the Counselor-Coordinator 8

V. Suggested Uses of Materials in Developing Class Units. . . . .

1. A Unit Sample - October 8
2. Unit Suggestions for Use with the About Growing Up Resource Book 10-48

VI. Program Emphases 49

1. Grade 7 50

VII. Index Guide to Materials. . . . .

INTRODUCTION

As every teacher knows, guidance is not subject matter, and can hardly be taught as subject matter. In fact, guidance, if it is to be effective, cannot be "taught" at all in the traditional sense of that word. Instead, it must put the burden of thought upon the student, and not upon the teacher. The teacher can dispense with preparation of subject matter, marshaling of ideas, attempts to fill the period with projects and exercises, correcting of papers, giving of tests. "Correct" answers are not the objective, but rather, the process of careful fair thinking and the building of incentive to action.

As a junior high school teacher I am sure you recognize the importance of extending these kinds of opportunities to your students. They are at a critical cross-roads in their personal and social development, one which is quite confusing and often very difficult to navigate alone. We sincerely feel that this program of group guidance and student orientation can make a significant contribution both to you and your students.

While you have undoubtedly followed some form of personal program in your teaching leading to student understanding and personal growth, we believe the program we are initiating this year will give you the added direction of the very latest professional tools with which to work and the professional advice and cooperation of your school counseling staff.

The following pages will describe in detail the basic components of the program, recommendations for teacher involvement in the program, suggested uses of materials and resources, and a sample schedule of activities which might be considered typical of one month's programming.

We want to encourage a vigorous interchange of ideas and creative inventiveness in this, our first year of formal involvement in this program. We would encourage you to experiment with new methods and to use the materials and resources in a personally designed series of class units. Let's make this a truly creative and helping activity which will have lasting value for the youth we serve.

Harold T. Ebling

OBJECTIVES

Personal Awareness and Growth - Grade Seven

The major objectives of the 7th grade program will be to expose the student to these developmental experiences:

1. Improved study habits which will allow the student to budget his time efficiently as his assignments increase and his world expands.
2. Personal and social attributes which will assist the student in his growth toward a mature value system.
3. An overview of the student's abilities, aptitudes and interests in a series of group guidance experiences and individual counseling sessions.
4. An introduction to the many-faceted world of work, with its various job levels, ranging from professional careers, skilled, semi-skilled, etc. and how one finds his place in the total picture.

The foregoing broad objectives will be presented in eight monthly topics, specified in this guide, further spelled out in weekly sessions.

We would in no way expect this program to take on the dimensions of a patent medicine -- cure-all approach to the problems of student adjustment and growth. Students will experience stress and trial and error periods in their school lives no matter how much support and direction the teacher gives them. We do, however, hope that each teacher will consider this program as a form of enrichment to his personal teaching experience, and combine the materials and resources with his own ideas to form a truly creative and meaningful class guidance program for his students.

The following section of the handbook describes the materials and resources that will be available to you this year. Please read this section carefully. If you should have questions about their specific application and use, we would encourage you to meet with your school counselor for a more detailed and personalized explanation.

RESOURCE MATERIALS

The Widening Occupational Roles Kit

The Widening Occupational Roles Kit is an excellent resource for group occupational exploration. The kit contains over 300 occupational briefs describing in narrative form occupations ranging from accountant to x-ray technicians.

A student workbook is provided for each student and contains sections on Who Are You?, What Do You Like to Do?, What Is a Job?, What Are Job Families?, What Good Is School?, and concludes with a section for student research in varying occupational fields giving the student an opportunity to relate interests, education, school subjects, and other factors to the job area they are investigating.

In addition to the workbook and job briefs the kit also contains a series of five film strips which you may use at appropriate points in your program.

The Junior High Guidance Booklets, which are also contained in the kit, may be used as individual units for class discussion or as student supplementary reading.

Your school counselor will meet with you to demonstrate the kit and answer any questions you might have relative to its use.

The guidance resource book, About Growing Up, is offered as a supplementary reading book for students to stimulate their thinking and encourage class discussions and self-expression.

The book contains 33 units which are not necessarily interrelated. They may be presented in the order in which they appear in the book or in any other sequence the teacher feels to be most timely and effective.

Such topics as: "How Can I Make New Friends?", "Getting Along With Teachers", "Keeping My Word", "Our Bodies Grow", are presented.

Each unit outline will have a teaching chart which relates to it. We recommend its use in bringing out the meaning of the topic for those students who best conceptualize ideas via visual presentation.

Discussion guides and notes are provided for each of the 33 units. They are offered as suggested questions for discussion. It is highly possible you may not need them, for by all means students should be encouraged to offer the first questions and the first topics for discussion.

Film Strips

In addition to the film strips contained in the W.O.R.K. your counselor has a number of other films which you may wish to include in your classroom work from time to time. They are:

Your School Record Is Important
Motivation - A Key To Achievement
So You Want A Summer Job
Civil Service Jobs
Basic Subject - Preparation For Work
How To Find A Job For Yourself
When You Go To Work
How To Get A Job and Keep It
How To Study Occupations
Career Planning In A Changing World
Interests Pay Off
Your Life of Work
Area Career Opportunities
Putting Your Aptitudes to Work
Planning Ahead After High School
Parents Are People, Too
Marriage and Careers
Salaried Worker or Self-Employed

RADIO PROGRAMS

Beginning in October WCBE will broadcast the series "Looking Ahead." Persons from all walks of life will describe their jobs and give a personal on the spot description of the pluses and minuses of a wide range of occupations. We recommend that you include this series in your program and relate it to the occupational briefs contained in the W.O.R.K.

Programs will be aired beginning the week of October 2nd, three times a week (Tuesday at 11:15--11:30, Thursday at 10:00--10:15, and Friday at 3:15--3:30). It is suggested that you ask your school audio-visual staff to pre-record each program for more convenient scheduling. A list of specific program topics will be sent to you in early September.

TELEVISION PRESENTATIONS

A series of eight TV presentations will be presented once each month via WOSU-TV. These will be geared primarily for 8th and 9th graders' use in assembly-type programs, but there will be a number of presentations in which the 7th grade may participate. These programs will stress the importance of staying in school, personal planning for the future, in-depth studies in occupations and professions and other related activities. Local personalities, with whom junior high students can identify, will be interviewed. Programs will be aired the second Tuesday of each month from 9:15--9:30. A program outline will be sent to each school in early September.

THE COUNSELOR AS COORDINATOR

We cannot stress enough the importance of your building counselor in helping you organize your class units for the school year. Your counselor has a wealth of information and material to share with you. Such materials as the Dictionary of Occupational Titles, the Encyclopedia of Careers, and other resources have been entrusted to him since they are geared more to the one-to-one business of student counseling. It is suggested that you work quite closely with your counselor in preparing your initial units in order that he might offer suggestions and demonstrate the uses of some of the materials which will be available to you throughout the school year.

THE ROLE OF THE SEVENTH GRADE TEACHER

Group Discussion

As was pointed out earlier, no attempt should be made to make this program a rigidly planned class experience for the student. The key word in organizing any unit should be flexibility. If when you begin your unit you find that one particular sub-area is spontaneously and immediately of interest to your class, it may prove wise to remain on this point for most if not all of the remaining time allotted for the unit. In this way students will begin to feel a sense of freedom which is often not present in other more formal parts of our academic program and they will hopefully begin to make more personal contributions to the class discussion.

There are 33 units in the resource book and 32 weeks in the program so quite obviously it will be impossible to present one unit per class period. You may wish to omit a number of units or combine some which you feel are closely related.

Students need not pre-read the material as homework. Indeed, we recommend that this be avoided, since often the quickest way to "turn-off" a student's cognitive processes is to make a formal homework assignment.

You may wish to quickly read a unit aloud to your class, give them a period of time to read it themselves, or, in the interest of time, read excerpts and summarize the unit in your own words. Whichever of these approaches you use, we strongly encourage the use of group discussion for we believe that it serves several very important functions in the program:

1. It offers reassurance to the student by showing him that other persons are concerned with the same problems which concern him.

2. Seeing that others are bothered with the same kinds of problems, and that they are willing to talk about them, encourages the reserved student to talk about his own problems; and thus he obtains the benefit of self-expression.

3. Since students are genuinely interested in the experiences of their peers, making these experiences the content of group discussion is an exceedingly effective way to obtain interest.

4. Since the opinions of other members of the group are taken with genuine seriousness, the student shares in thinking about another's problems and is stimulated to do some really objective thinking.

5. The interaction which occurs between members of a group stimulates the individual member to clarify his own thinking. The person who takes part in discussions is more active mentally than the person who simply looks on or only listens, and as a result, he learns more.

6. The person who is about to take part listens more carefully than he would under the lecture method, which means that attention is continuous and more keen.

7. The discussion by various members of the class serves to clarify and illustrate the topics in ways adapted to various types of minds, and thus promotes serious thought on the part of most of the students, regardless of their degree of academic ability.

8. The bringing out of differing points-of-views shows that there are two or more sides to every question, and thus promotes broadmindedness and tolerance.

9. Since teen-age young people count acceptance and approval of their own groups as very important, the ideas that are agreed upon by the group hold peculiar appeal, and are very apt to lead to action.

10. Practice at participating in and leading discussion makes one better able to present ideas before a group, and so helps to train for leadership.

11. This entire process of group thinking -- the comparing of ideas, the reshaping of one's own thinking to conform to the merit he sees in the ideas and ideals of others, working through a collection of individual opinions to a synthesis that is better than any single view -- all of this is of the essence of the democratic process, and constitutes a basic experience in democracy.

Scheduling the Units

Each 7th grade teacher will be given a master schedule showing the times of the week when each of his units is to be presented (three periods per week). It is important that no more than two teachers are presenting units at any one given period of the school day and week, since the availability of materials (e.g. books, kits, film strip projectors, etc.) would be greatly reduced if any bunching occurs in the schedule.

Each of your SCC or SET groups may participate once each week and it is important for the reasons just mentioned, that you follow the schedule closely for each of your classes.

Community Resource Reference Book

Along with the use of the resource books, audio-visual aids, and SRA materials, we would urge that you invite outside speakers to visit your class(es) in order to bring first hand knowledge about the Columbus business and industrial community directly to your students. The Community Resource Reference Book just developed lists places of business, speakers who have consented to visit schools, and a number of firms who encourage class visitations and field trips. Consult your school counselor for assistance in acquiring a speaker for your class(es) and in arranging a series of individual or group visitations to places of business noted in the resource guide.

Meeting With the Counselor-Coordinator

Again, we would urge you to work closely with your school counselors in planning your class units. Periodic meetings to arrange for materials, speakers, or for general advice on developing a class unit over a certain topic would be wise. Your counselors do know the materials and will, in most cases, be free to meet with you at some prearranged time.

A UNIT SAMPLE - OCTOBER

October 2

Introduction of Program to the Students

The teacher could begin the first unit by passing out the "Student Record Book" and explaining its general uses. Page one should be read and questions pertaining to it should be answered.

Other materials such as the guidance resource book, About Growing Up, the Widening Occupational Roles Kit, and the materials contained in it should be displayed and described.

The school counselor could be asked to participate briefly in order to explain his role in the program and to encourage students to seek his assistance should they require individual counseling services.

Time should be provided for student questions concerning the program.

If sufficient time remains, the teacher might wish to summarize unit one and refer to the discussion questions appearing earlier in this guide. (Audio-visuals are available from the counselor, which often relate to given topics in the resource book.)

October 9

The class could listen to "Looking Ahead: (see the radio schedule) with a discussion period following the fifteen minute broadcast.

Students could complete the initial section in the Student Record Book (p. 2) and individual students could examine the W.O.R.K. in order to become more familiar with its content.

The teacher should assist students who are experiencing difficulty completing the record book assignment. Every effort should be made to assure each student that no one answer is correct. They should feel completely free to record what they believe to be the correct answer from their point of view, not the teacher's or their friends'.

October 16

Unit 2 in the About Growing Up book could be read in class ("How Can I Make New Friends?") and the film strip "Who Are You?" could be shown.

Teachers should encourage students to participate in the class discussion period giving personal points they have found to be effective in making new friends.

October 23

An outside speaker could be invited to speak to the class about some aspect of his job. (See the Community Resource Book in the counselor's office.)

Unit 3 in the guidance resource book could be developed with appropriate audio-visual materials.

The Student Record Book, section 2, (What Do You Like to Do?) could be completed with the film strip of the same name being shown in class.

Students then should be encouraged to use the occupational briefs in the W.O.R.K. materials and examine any of the SRA booklets which accompany the kit.

The last Tuesday in each month has been tentatively scheduled as an assembly program day to be organized at the school's discretion. The principal may wish to include the 7th grade students in one or more of these programs, but you will be advised of any assembly programs well in advance of the day of the program.

SUGGESTED USES OF MATERIALS IN DEVELOPING CLASS UNITS

Unit Suggestions for Use With the About Growing Up resource book

Unit I

WHAT'S NEW

The Objective

The objective of this unit is to help the pupil get a good start and feel welcome in his new grade. Fear of new teachers, fear of new courses, fear of being lonely, and fear of ridicule because he doesn't know his way around school may destroy a pupil's progress. (And be assured that all the students, regardless of their "outer shell," have these fears and insecurities.) New pupils gain confidence by a discussion in which they talk and ask questions about things new to them, and things that are familiar to them in their new situation.

The Discussion

1. Name some of the things that are new to you this year. Let each student write out a list (or have a student write on the blackboard suggestions from the class).
2. Are these things entirely new to you, or are some things about them familiar to you?
3. What are some of the things you know, and do not need to learn again? (By developing this point thoroughly, the security of the students can be considerably strengthened.)
4. What are some of the things you are now expected to do that were not required of you before?
5. Why do you have more homework this year?
6. Do you think you will have to take more responsibility in planning your time than before?
7. Why do you think the school is asking you to take more responsibilities? What do these responsibilities have to do with the title of this book?
8. Why do you think there are more activities this year than there were in former years?

Things to Do

a. Arrange for a short get-acquainted period in which the students introduce themselves and tell where they went to school last year.

Unit 1

b. Depending on the size of the school, the teacher may want to give the students the names of other teachers and school staff.

c. If the school building is new to most of the students, it will be very helpful if the class can tour the building, pointing out all places that will be of concern to them. Then let each student prepare a floor plan of the building to present at the beginning of the next session.

Unit 2 HOW CAN I MAKE NEW FRIENDS

The Objective

The importance of having friends, the qualities we want in friends, and how to make friends are the principal aims of this unit. The timid student gains self-assurance when he hears the problems and questions of his classmate about making friends. Effort should therefore be made to draw as many students as possible into the discussion. The selfish person, who has only one best friend or who belongs to a "closed" group, should learn why it is more fun to have a number of friends and a variety of interests. It is important for students to know that getting and keeping friends is a fifty-fifty proposition.

The Discussion

1. Discuss the things Mildred did to solve her problems in this larger school. How might her story have ended differently?
2. Let some student point out the things Hugh did and that his parents did to help him make friends in a difficult situation.
3. What is the best idea you have obtained from this chapter about how to make friends?
4. What do you think will help John Davis most? (#3)
5. What lessons do you think Marty Morrison needs to learn? (#4)
6. Ask some member of the class to interpret the meaning of the picture and drawings on page 20.
7. Can you tell us why it is important to have friends?
8. Is it possible to be successful in life with no friends?
9. Is it selfish to want to have a lot of friends?
10. Describe the kind of person you would like for a friend.

Unit 2

Things to Do

a. Discuss each one of the points in #6 in the student book; then make a list and vote on which are the most important.

b. Let each student write a description of 3 or 4 persons they know who have a lot of friends, telling why they think they have so many friends. Reading some of these short themes before the class will be interesting.

Notes

The number (#) reference after questions 4 and 5 refers to these items under More things to do and talk about in the student text.

Unit 3

GETTING ALONG WITH TEACHERS

The Objective

Here is an opportunity to establish a closer relationship and understanding between the pupil and his teacher. A discussion can emphasize the importance of getting acquainted with a teacher (or any person) before judging him. Frank opinions given on what a pupil likes in his teacher, what a teacher likes in a pupil, and how they can work together, may lead pupils to understand that the teacher-pupil relationship is a two-way affair.

The Discussion

1. If you were a teacher, what kind of pupils would you like most?

2. We hear a lot about teachers' pets. Do you think students have pets, too? Explain. (#3)

3. Do you agree with the statement, "You will like your teacher better if you know her better"?

4. What are some of the things students can do to know their teachers better?

5. What are some things teachers might do to help them understand students better?

6. What do we mean when we say that class work, or school work, is a two-way affair?

7. What are the gains to you when your classroom is a warm and friendly place?

Unit 3

8. Do you like some teachers better than others? Why? Is there anything wrong with this?

9. Do teachers like some students better than others? Why?

10. How important are pupil-teacher relationships in making a good school?

Things to Do

a. Several things are listed in #2 in the text which the students should endeavor to carry out. (Activity must accompany these discussions if fundamental results are to be expected.)

b. Let the students make a list of the jobs to be done in your room which students might do. Then let students volunteer to do certain of these jobs for a week at a time. Maybe a committee could be appointed to supervise the volunteer plan for getting these jobs done throughout the entire year.

c. Interesting skits or dramatizations can be developed from the suggestions in item #6 a and b, in the student text.

d. The students might like to plan an assembly program, of skits or panel discussions, on pupil-teacher relationships.

Unit 4

AROUND THE CLOCK

The Objective

After a student plans his own schedule of activities, he is more likely to appreciate the importance of time. From class discussion and a display of typical schedules, boys and girls can be led to value the benefits they will derive from a well-scheduled day. Pupils who have trouble finding time for everything they want to do, profit from helpful suggestions given by their classmates. Critical evaluation of hypothetical cases where some students do, and some students don't plan their time will aid pupils in improving their own schedules.

The Discussion

1. Describe Ruth. What kind of a worker will she make when she gets a job? Would you want to employ her? (p. 31-2)

2. Which of the two girls, Ruth and Doreen, do you admire more? What would you change about Doreen, if you could?

3. Describe Willis. What do you admire about him?

4. Describe Vance. Can all of us be like Vance? Do you think Vance lives a happy life?

5. Do you consider that saving time is as important as knowing how to spend time? Give reasons.

Unit 4

6. Have the students discuss the differences in the two photographs on page 33.

7. Do you think the statement in the chapter is right: "Rushing, loafing, or being tense about things is usually a sign of poor timing"? What does this mean?

8. What do you think are the proper number of hours for a person your age to be in bed? What is the most ideal time to retire on school nights? On weekend nights? What conflicts do you have with your parents on this subject?

9. Have you heard the quotation, "Each hour is set with 60 golden minutes"? Is time worth money? Explain.

10. Have some student explain the drawing on page 35.

Things to Do

a. Let each student work out a schedule that he considers good for himself. Then let the class endeavor to work out one on the blackboard that will be good for most of the class.

b. It would be helpful if you could arrange for a couple of parents to visit your class and let them talk with you about this problem. Then you could ask them some of your questions.

Unit 5 STUDY TIPS

The Objective

The purpose here is to give the pupil definite steps to follow so that studying will be easier for him. The teacher can lead the pupil to appreciate the importance of each study habit, and to realize how each one simplifies his work. She will encourage him to try these study tips and to repeat them over and over as he attempts each new lesson. She will also explain that he should not be discouraged if he isn't successful the first few times he attempts to follow these study tips--because acquiring these learning habits is a continuous process and takes much practice.

The Discussion

1. What happens when we don't know exactly what the assignment is?

2. How do you tell what is "a main point" in a lesson?

3. What points on how to study do you think we ought to add to the chart? (Let the class add as many as they will.)

4. Let the class discuss the importance of the "tips" they have added under #3 above.

Unit 5

5. Is it easy for you to find enough time for study? (Note here #1 in the text)

6. What do you do about studying at home when some member of your family wants to listen to the radio?

7. How has television affected your study habits?

8. Discuss the mistakes James Mason makes in #2.

9. Do you think it is possible to do your best studying lying on the floor? Slumped in an easy chair? Sitting at a table?

10. What study habits, or skills, do you find it hard to learn? Let a student name one; then see if he can suggest things that will help him. If he does not name important points, let another student help him. Several students may well tell the class about their biggest problems.

11. What are the advantages of studying with two or more other students? What are the disadvantages?

12. What are some of the problems you have when you study at home? When you study at school?

13. Is it easier or harder for you to get your studying done over weekends? Let some of the students tell their experiences.

Things to Do

a. Inviting the study-hall teacher or another teacher to talk to the class will be helpful. (#4)

b. Each student should make a chart for himself on "HOW I STUDY" (#6)

Unit 6

BUSY LINE

The Objective

The teacher has an excellent opportunity to present the true significance of democracy--with emphasis on its practice in the home. Youngsters can learn the habit of doing things for others, but this takes practice. They can begin by making an effort to be considerate in some way every day at home, and to note the satisfaction such behavior gives them. The habit may be strengthened through class discussion where they hear how others apply democratic principles in their homes--how they compromise when wishes differ and how they respect the rights of others.

Unit 6 The Start

What are the arguments in your family over the use of the radio, telephone, or television?

Or, over which of the three instruments does your family have the most problems--radio, television, telephone?

The Discussion

1. Do you think that Mr. Allerby has a right to get purple in the face? (p. 45)
2. What is a "telephone grabber"? What is a radio fiend? Are some people both?
3. Do you do your homework over the phone? Do you find this to be a good way to work?
4. Do you think some students do their homework over the phone just for social reasons? Explain.
5. What has your family done to try to solve the problems connected with use of telephone? What do you think of the "hour-glass" idea? What do you think of sharing the cost of the calls you make?
6. How much do you listen to the radio? How many hours per day? Do you think that is too much? Do you think it is too little? What is a proper amount for a person your age?
7. How does your family agree on which radio programs to hear?
8. Do you hear radio programs while you study? What kinds? Does this help you study?
9. Do you like television as much as radio? In what ways is it better? In what ways is it not as good?

Things to Do

a. To have each pupil take a poll of students outside the class on how they solve their radio, telephone and television problems will help them to get ideas on how to solve their own problems? (#3)

b. Arrange for a radio program to be played while the class is studying. Then appraise the results.

Unit 7 IT'S NOT ALL BOOK WORK

The Objective

The pupil should be encouraged to plan his school life so that he will have a proper balance between his studies and extra school activities. He will need to investigate thoroughly the activities offered, and to consider the ones that would appeal to him most. The teacher may want representatives from various clubs to present a picture of what they do in them. She will discuss the qualities that "all-around" boys and girls possess--and point out the losses of the "one-sided" pupils.

The Discussion

1. The optional ways of starting the discussion are so important that the ones not used there should be used here.

2. What are some of the things that you ought to get from school besides "book learning?"

3. The chapter says, "One of the things you get out of school activities is learning how to get along with people." Show why this is correct.

4. Have a student explain the lower drawing on page 51.

5. Do you feel more free to direct things yourself when you are in a club or engaging in some activity than you do when you are in class? Do you think this is good for you? Why?

6. Do you like competitive games? Do you think it is possible to like them too much? Why?

7. What are some of the things that may lead us to overemphasize book work? Overemphasize activities?

8. Reread the nine reasons at the end of the chapter for joining activities. Which do you think are good reasons?

9. Discuss the first question at the bottom of the chart.

10. Let one student explain and another answer the last two questions on the chart.

11. Do you think it would be better for all of us if we did less book work?

12. Which do you think is going to help you more in later life, book work or activities?

Things to Do

a. A committee, or the class, may prepare a list of all the school activities that are open to the members of your class. (#4)

b. Invite some member or officer of the clubs or activities with which the pupils are unfamiliar to come to the class and tell what they do and how one can join or take part. (#5)

Unit 8

MY PART IN THE GROUP

The Objective

The aim is to lead pupils to understand and believe in the interdependence of leadership and followership. This provides excellent opportunity for the teacher to emphasize the necessity for both leaders and followers within their own groups . . . and the benefits they derive when they plan together, work together, and cooperate. It is an opportune time for youngsters to begin to realize that in a democracy the follower governs and to know what constitutes good followership in government. The tendency for group activity at this age will make it possible for teachers to lead pupils in actually practicing democracy in everyday situations.

The Discussion

1. How many groups do you belong to?

2. The chart states that "Most groups are like teams." In what ways are they alike? In what ways are clubs and organizations not like teams?

3. What is the trouble with a game when people describe it as "a-free-for-all"?

4. What were some of the problems Mr. Langley faced at first in order to make "a team" out of "the squad" he had to work with? (pp. 56-57)

5. Do you know of any rules that tell you how a good group member should act?

6. Notice the first drawing on page 58. How would you say "a prima donna" acts? Why doesn't she make a good group member?

7. What do we mean by "deadwood" in a group?

8. What are some of the things a good group member does not do?

9. What are some of the things a good group member always tries to do? (See page 59)

10. Can you show why it takes practice to be a good group member? What is the hardest part in being a good follower? In being a good leader?

11. What do you think of Joe Simpson? What advice would you give him? (#3)

12. Is it possible to belong to a group without doing anything for the group?

Unit 8

Things To Do

a. Have each student make a chart as recommended in #4 -- on GOOD FELLOWSHIP

b. Lead the class in preparing a similar chart on GOOD LEADERSHIP. (The students may not be mature enough to rate themselves, but endeavoring to outline the points will be helpful to them.)

Unit 9

BEING A GOOD SPORT

The Objective

This unit should lead the pupil to see that good sportsmanship can be shown and does have value in his work, play, study, and family life, as well as in competitive sports. He can be helped to realize this by citing concrete examples of good and poor sportsmanship from his own personal experiences. This is an excellent time for him to develop the habit of subordinating his own personal desires for the good of the greatest number. He is ready to learn to accept defeat without displays of temper, tears, or excuses, and to accept success with modesty.

The Discussion

1. The rules of baseball and football are different. Is the sportsmanship different?
2. Do you think it is easy to be a good sport in boxing? Discuss the sportsmanship of Joe Louis.
3. What are some of the most prominent characteristics of a good sport?
4. What do we mean by being a good sport at home? At school? In the use of the telephone? In the use of the radio?
5. Discuss the situation Dennis faced. What would you have done? (See page 63)
6. Discuss Sandra's problem in her relationship with Marie. What would you have done? (See page 64)
7. How do you think Bruce should have acted when he came out of the principal's office? How do you think you would have acted? (See page 65)
8. What do the authors mean when they say, "It isn't hard to find the best answers to problems like these. But what is sometimes difficult is to act in the way you know is best."?
9. The class will enjoy discussing famous persons whom they consider to be good sports.
10. Do you agree that showing good sportsmanship in a game is more important than winning the game?

Unit 9

Things To Do

a. Let the class try to make up a list of qualities which all agree should be included in a good sportsmanship code.

b. Bring before the class some codes of behavior for other organizations, e.g., the county or state athletic association.

c. The students may collect pictures of famous athletes and others who were or are good sports, pasting below their pictures a few words telling how each shows good sportsmanship. (This is still the hero-worship period.)

Unit 10

KEEPING MY WORD

The Objective

The teacher who can get boys and girls to understand the importance of word-keeping, and instill in them the desire to do so, has contributed much to their character and to society as a whole. The objective of this unit is to show the necessity for word-keeping if people are to live together as they do. The teacher will want to lead the students in pointing out specific examples of word-keeping. Most of all she will try to motivate each pupil to practice keeping his word.

The Discussion

1. How does failure to keep my word affect other people?
2. Do we have to be careful in our use of words lest some people misunderstand us and think we are not keeping our word?
3. It it the little things or big things in which we have difficulty in keeping our word?
4. Let some student interpret the double scene on page 71.
5. Note the arrangement of photographs on page 70. Have the students explain the meaning of each of the three pictures in relation to the title of the chapter.
6. Show how communities depend for their existence upon people who keep their word. (e.g., the doctor, the telephone operator, the janitor)
7. Let the students discuss or debate: Honesty is really the best policy.
8. Do you think Connie received fair treatment? (#1) What relation did her action have to the others in the class?
9. Discuss what word-keeping means to family life.
10. Discuss what word-keeping means to business.

Unit 10

11. Discuss what word-keeping means to pupil-teacher relationship.

12. Show why it is as important to others that you keep your word as it is to you that they keep their word.

13. How many different kinds of workers could we do without if everybody kept their word?

Things To Do

a. Ask each student to keep a record for one day of the promises made and not kept, e.g., "I'll meet you at 8:20," "I'll return your pencil after class," "I'll help you with your homework," "You may go to the show tomorrow night."

b. Have the class make a list of famous instances of word-keeping.

c. Have the class watch for things in the paper that show the importance of word-keeping.

Unit 11 SCHOOL SERVICE

The Objective

Emphasize that every successful person and every successful group must be of service in some way. A discussion of real situations involving service within their own experiences will prove more meaningful to the student than abstract ideas about adult service, although the latter will broaden their viewpoints. Lead them to want to practice service in school, at home, and in their other activities. Above all, they should learn that service reaps more than monetary or immediate rewards.

The Discussion

1. What do you think of Darlene's suggestion in the story of the Girl Reserve? (page 75)

2. Explain the statement on page 75, "Every successful businessman knows that he has to render good service, or he will not stay in business."

3. Have some student discuss the drawing on page 76.

4. Can you explain the line, "Every successful group must be a service group in some way"? What leads people to want to belong to a group or an organization?

5. Let the students explain the third paragraph on page 76. Conducting a good discussion or explanation of these five lines will bring out both sides of this matter of "service." We all want to receive as well as to give.

6. What are some of the things you do at home and at school which you would not call "service"?

7. What are some of the mistaken ideas people sometimes get about school service?

8. How many people can you name who are rendering school service? Name them by groups rather than by individual names.

9. Have some student explain the drawing on page 77.

10. What do you think the authors mean on page 78 by "the day-by-day, week-by-week, month-by-month kind of service"?

Things To Do

a. If your school has a student council, the class will benefit from having one of its officers speak to the class about what school service means in "our" school.

b. Have each student make a chart somewhat as shown on page 79, and rate themselves.

c. If there is something close-at-hand that needs to be done for the school, that the students will feel is a good project for them, by all means let them organize to do it. (The next chapter continues with a similar theme, which makes it timely to start a project of some duration.)

Unit 12 IT BELONGS TO ALL OF US

The Objective

The student should learn that school property belongs to everyone in the community, and that he is an important owner, too. School buildings, grounds, and equipment serve him best when they are in good condition. In addition to his own personal gains, well-kept schools will, in the future, benefit his younger brothers and sisters or those of his friends. He might take an inventory of destructive practices at his school and estimate the damages done. Help him make definite plans for protecting and preserving his own school building and grounds.

The Discussion

1. What is meant when we say that the school belongs to the students?

2. Does school in some ways belong to the students more than it belongs to the taxpayers? Explain.

3. Ask some students to explain the drawing on page 80.

Unit 12

4. What are some things wrong with the school building on page 81.

5. Let the students name all the good things they can about the school on page 82. Then about their own school.

6. How does taking good care of the equipment your school now has help you to have more and better equipment? Name all the advantages to you than you can for taking good care of school equipment.

7. Discuss the statement (page 83), "A fine looking school, with well-kept halls and grounds, is not only a credit to your town, but it is a credit to you, personally."

8. How do you think a student council helps in the care of school property? (Read the story about Lakeside School on pages 83-85)

9. How would you explain to Jack Revis that his actions hurt himself? (#1)

10. Are you satisfied with the appearance of your own school? If you are not, what are some of the things you might do about it?

11. Is there anything your class can do in the summer time to put your school in better condition for next year?

Things To Do

a. Divide the class into as many committees as seems suitable for the size of your school (as suggested in #3) and inspect different places in the school and report back to the class.

b. The above project may become the basis for one or more articles in the school paper. Maybe in the town paper. (#4)

c. Posters on the care of the school property, made by the class, can prove very helpful in improving things at your school.

Unit 13

THE MEETING WILL COME TO ORDER

The Objective

Here is an excellent opportunity to teach the meaning of democratic group action. The teacher will want each pupil to appreciate the advantages that can be gained from orderly meetings. She will guide him in the practice of formal meetings in real class situations. To do this, she will want to make available some of the simplified instructions for conducting group meetings. She will wisely guard against the practice of one or two pupils monopolizing the meetings and certain timid ones withdrawing.

Unit 13 The Discussion

1. In the chart, who has the floor just now? Who is wanting the floor?

2. Does the size of a group affect the way a meeting is conducted?

3. From the story of the class meeting at Elmwood School, can you tell why they had a good meeting? Did the chairman cause it? Were they all interested in the subject of discussion? (pp. 87-9)

4. In this class meeting did the students all seem to know the rules? What are the advantages to you in knowing the rules on how to conduct a good meeting even though you may never serve as chairman? Would you know how to be a chairman?

5. Have a student discuss the reasons why the authors would include the photograph on page 90 in this chapter.

6. How are games like group meetings?

7. Discuss the drawing on page 91.

8. What are some of the reasons for having rules for conducting formal meetings?

9. What are some of the rules for conducting formal meetings? (Spend a good portion of your class time learning and practicing the rules instead of just talking about them.)

Things to Do

a. Work with your class and prepare an outline of the order of events (or procedure) for a meeting such as your class meeting. (#3)

b. Organize the class and have a group meeting. Elect a chairman, a secretary, decide what you want to talk about, and carry on a discussion following the rules for group meetings. (#4 & #5)

Unit 14 ARE WE REALLY DEMOCRATIC?

The Objective

This is an opportune time to give the students a realistic and practical conception of the meaning of democracy. All persons contribute to the group. Each person can usually supply some contribution that another may lack. The student should appreciate this, and feel it has responsibility to make that contribution and to accept it from others. The teacher will help him to evaluate his own and his group's democratic practices. By analyzing his own feeling when left out of things, he may better understand the feelings and desires of others.

The Discussion

1. What do we mean when we say, "He is a democratic person"?
2. What do we mean when we say, "It is a democratic group"?
3. Who are the DG'ers? (Refer to the story about Cole School, p. 96.) What do you think is wrong with the DG'ers?
4. Do you think secret societies are all right? Why or why not?
5. Do people have to be democratic if they don't want to?
6. Would you say the boys and girls treated Osu democratically? (p. 97) Give reasons for your answer. Would you invite Osu to your parties?
7. In what situations are we apt to be undemocratic?
8. Have one of the students describe Hopkins School. What kind of a fellow is George Ransom? What kind of a person is Joe Brown? Roslyn Banker? Jim Wright? Gail Lurie? What changes would you like to see in Hopkins School? (p. 98)
9. Do you think it is as easy to be democratic at school as it is at home? Where is it hardest to be democratic?
10. Do you think the groups in your school are really democratic? (#4)

Things to Do

a. If you feel that some persons have been left out of some of the parties of your groups, can you do something to help see that they are invited?

b. Suppose you have a talk with your family about what it means to be democratic at home. Maybe your family can organize a family council.

c. Discuss things your class might do to help more people feel like they are getting a square deal in life, and then have a meeting (as outlined in the last chapter) in which you work out plans to do them.

Unit 15

FAMILY LIFE

The Objective

The purpose of this unit is to assure the boy or girl that all families are very much alike and that no family is absolutely perfect. Even though all families have problems and differences of opinion, every family group has the fun of living together. Point out that each family improves as its members improve. Make sure each youngster knows and desires to practice the qualities that will make him a good family member. This is an excellent time to emphasize the fact that each family member, like each member of a democracy, has certain obligations to perform as well as certain rights and privileges.

The Discussion

1. What are some of the things you gain from your family? (It would be good for each student to write out a list.)
2. Why do you suppose so many boys and girls are apt to think their own home is not as nice, not as well furnished, not as happy as some other homes?
3. Do you agree with the book when it says (p. 102), "Some quarreling takes place between most brothers and sisters and between most parents and children?"
4. Do you expect your family to be perfect?
5. What do you think of Martha's way of handling Tommie, as told on pp. 102-3?
6. Do you think Harold's father could have handled Harold in a better way?
7. Must there always be some friction in family living?
8. Discuss the statement, "Each of us must accept our family. We cannot exchange it for another one."
9. Let some pupil explain the drawing at the top of page 101.
10. What are some of the things you do for your family?
11. What things can be done together as a family?
12. What do we mean by "give-and-take" in family life?
13. How important do you think it is that families have fun within their family circle?

Unit 15 Things to Do

a. Each student may prepare two lists--one list down the left side of a sheet, and one down the right side: What I gain from my family and what I give to my family.

b. Let the student work out plans to invite two or three mothers to come in and talk with your class on the topic of this chapter. Two fathers also, if they can come. And a brother and sister from an upper grade.

Unit 16 UNDERSTANDING PARENTS

The Objective

The student must come to realize that his parents have many interests, concerns and problems besides those involving his welfare and his desires. They have their work, their financial problems and their social life, as well as the problems of brining up their youngsters. For example, the "No" that Dad gives to the request, "Give me a buck," is conditioned by many things which the youngster should begin to understand. The youngster should be led to see that he ought to begin to share in these problems; and to do so is not only interesting to the youngster, but is also a vital part of his practical education. It is a part of growing up. Each of the boys and girls need to be led to see that parents need sympathy and understanding, too.

The Discussion

1. We have all heard of the jokes about "Bringing Up Father." Do you have trouble bringing up your father or mother?

2. Do you think you understand your father and mother?

3. What kinds of problems do parents have which young people do not have?

4. What kinds of problems do teen-agers have which parents do not have?

5. What is the difference between the financial problems you have and those your parents have?

6. What are some of the reasons why you have arguments with your parents? (Or do you have arguments?)

7. Do you believe that parents usually want to hold their children "down," or hold them "back"? Why do you think this?

8. Let some student discuss the top drawing on page 107.

9. Do you believe the caption under the photograph on page 107 is correct?

10. Let some student explain the drawing on page 108. On page 109.

11. Do you believe that most boys and girls your age have trouble convincing their parents that they are growing up? Do most boys and girls have trouble understanding their parents?

12. Do you feel free to talk things over with your parents? Do you ever ask them about their problems? How can you go about this?

Things to Do

a. Arrange a panel of 4 or 6 people to discuss the question: "How can we better understand our parents?"

b. Let all the students make a chart like the one on page 111, and fill out the answers. (See #4)

c. Try the roundtable suggested in #6 - "What Parents Expect of Us." "What We Expect of Parents."

Unit 17 CLICKING WITH THE CROWD

The Objective

Students of this age are very receptive to a discussion of what they can do to click with the crowd. But they need to learn that there is no quick, magic path to this popularity. The boys and girls will be interested in specific things to do that will make them popular. The big objective is to guide them to see that if they want their peers to think well of them, they will first have to do something for the members of this group. Doing things for people is the surest road to popularity.

The Discussion

1. What are the things which you believe help a girl most to be popular?

2. What are the things which you believe help a boy most to be popular?

3. The class might discuss the importance of the points on popularity as listed on page 114, and then make their own list.

4. How would you describe the most popular girls and boys of your school? What makes them popular?

5. Do boys and girls all have to be alike to be popular? Illustrate.

6. Have some student explain the drawing on page 115.

7. Is a person apt to be the most popular person in one group and not a popular person in another group?

8. Why is it impossible for everyone to be the most popular?

9. What are some of the things that an "over-looked" person can do to be more accepted by his group?

10. Have a student interpret the picture on page 116 and explain Patsy's problem.

11. What advice would you give to Grace Marsh? (#2)

12. In later life is it necessary to be popular with a particular group in order to be successful?

Things to Do

a. Interview some people outside your classroom. Ask them to name the qualities which they think make a person popular. Keep the adults' ideas separate from the students'. Report your findings to the class.

b. Notice the six qualities mentioned in #4. Then divide into six groups, one for each of these topics--letting each student pick the quality he'd like to discuss--and have roundtable discussions on these topics.

c. Have girls and boys meet separately to discuss and to list what makes a person popular. Then compare lists.

Unit 18 CLICKING WITH THE PUBLIC

The Objective

The purpose of this unit is double: first, to help youth appreciate the acceptable way to act in different situations in his community and to know how different situations call for different types of behavior. The teacher will appeal to the self-interest of the pupil in emphasizing that the public he wants to please includes his peers as well as older people. The second purpose is to motivate the pupil to actually apply the character traits that make the people of his community like him and accept him.

Unit 18

The Discussion

1. What other types of persons might have been included in a chart made for you?
2. Do you think it is easy to get along with the public? Why?
3. What are some of the things that make it harder for boys and girls to click with the adult public than to click with the young public?
4. Do boys and girls your age want to be thought of as thoughtless children? Do you want to be considered irresponsible? Why?
5. What do you need to do to keep adults from thinking of you as children?
6. Do you act differently in public when you are with a group from what you do when you are alone?
7. Do you feel that most adults are unfair to you? Why?
8. Discuss the meaning of the drawing on page 120.
9. Is it all right for you to act more boisterously or hilariously at some places than at others? Give examples.
10. How much should we change our conduct to fit the places we are in? Do adults do this, too?
11. Compare and contrast the drawings on pages 119 and 121. On page 122.
12. What are some of the reasons boys and girls want to click with the public?
13. Do the things that please most of your group also please adults. Explain.

Things To Do

a. Let each student make his own list of what makes the public like boys and girls. They may want to start with the four points given on page 123.

b. What are the public places in your town where teen-agers misbehave?

Unit 19

COMIC BOOKS

The Objective

Our aim is to create a demand for better comics by realistically training children to choose their comic books with discrimination. To gain the students' confidence and freedom of expression, the teacher will want to be not only sympathetic and calm, but familiar with the comics herself. Her rejection of comics may glamorize and arouse a secret interest in them. She wants the pupil to make his own evaluation of the comics. From a guidance viewpoint he is developing a critical attitude toward all reading material. Most of all, the teacher will be sure that the students have access to other good reading material at their interest level and their level of reading skill.

The Discussion

1. Do you wish you could have more comic books to read? Which types do you like best?
2. Do you ever wish you didn't read comics so much? Why?
3. How do you think comic books are like movies?
4. Do the stories you readin the comics ever make you nervous? Does this show that those particular comics are good or bad for you?
5. Do you think that comic books really lead some people to commit crimes? Explain.
6. Are you able to close a comic book and remember that it was just an amusing or exciting story?
7. Have some student explain the photograph and sketch on page 127.
8. What are some of the things boys and girls can do to avoid any bad effects of comic books?
9. Do you think you should broaden your reading material to other things besides comic books? Why? What?
10. Are adults who spend a large part of their time reading novels any different from a boy or girl who spends a lot of time reading comic books?
11. What do you think of adults who spend a lot of time reading comics?

Things To Do

a. Have the students bring all kinds of comic books to class. Group them under headings as shown in #3. See which stacks are the biggest.

b. Rate these comic books as suggested in #4.

c. Plan and carry out a discussion on the topic, "What makes up a balanced diet for my mind?" You should try to practice Chapter 13 as you do this.

d. Send for free educational comics from such a source as Westinghouse.

Unit 20

MOVIES AND RADIO

The Objective

We must face the fact that movies, radio and television will continue to play an important part in our lives.

The principal purpose here, like that of the unit on comic books, is to teach youth how to exercise judgment in their choice of movies and of radio and television programs. The primary aim will be to have the pupils set up standards and make evaluations through discussion, research, and subtle suggestions. A sure way for the teacher to establish rapport is to build up a bond of understanding between herself and the pupils by responding to their ideas and feelings.

The Start

Does each of these three types of entertainment have a special use? What are the important differences?

(Radio -- can be followed while the listener is occupied with other activities -- but not studying.)

(Movies -- give a strong feeling of audience response, which is a part of entertainment enjoyment.)

(TV -- increases quantity of entertainment and makes quality much more selective. It is best for spot events.)

The Discussion

1. In what ways have movies helped you? Radio? Television?

2. Have someone tell what Teeney missed by listening to the radio for such a long time. (p. 132-3)

3. Do you think her brother Jimmy was fair to Teeney?

4. How do you judge good TV programs and movies? Are most of the programs getting better? If you think not, are the programs slipping, or are you becoming harder to please?

5. Have the students figure out how much time they spend at each of the three, in one week, and then average that per day.

6. On the basis of the reports from the above question, let each one say whether he thinks he is carrying any of the three to an extreme. Or whether he is missing some things he should enjoy.

Unit 20

7. What helps can you get to assist you in deciding which movies are not good and which are the best for you?

8. Let some student describe Karen and Betty Jo. What do you think of Karen's actions? (p. 134-5)

9. Discuss the drawing on page 136.

10. Does the idea of a "well-balanced diet" apply to this chapter as much as to the last one?

Unit 21 IT'S SMART TO BE SAFE

The Objective

To lead the pupils to see the reasons for safety precautions is the aim of this unit. We wish to teach more than just the way to avoid a certain kind of accident. Our aim is to teach youth to practice constantly the safe way of playing and living so that the basic reasons for most accidents may be prevented. We want the pupils to see the necessity for safety measures if they are to protect their family, their friends, and themselves. They must be led to see that safety rules are made to help them, not to inhibit them.

The Discussion

1. What thing is lacking at this crossing that would have made it less necessary for this lad to do what he is doing?

2. Is there anything more that the three fellows might have done to help out in the situation?

3. Do you think Raymond's Dad did the right thing? Why? (p. 139)

4. Have you ever done anything as foolish as Alice did? Were her parents over-excited?

5. Do you think that feats of skill and daring are a proof of manliness? Give examples to support your opinion.

6. How much does the desire to show-off have to do with our breaking of safety regulations?

7. Do you sometimes feel that there are too many "Thou shalt nots"? Or do you think we need some more?

8. Why do we need more safety regulations now than we needed in 1900?

9. How do safety rules help you?

10. What do you think of the authors' statement, "Actually, because there are safety rules and regulations, you can do more things and have more fun"?

11. Do you agree that "Many adults are children when it comes to safety"? Are some children adults when it comes to safety? (Cite examples. How about the boy in the picture?)

12. What does the attitude "It won't happen to me!" have to do with safety?

Things To Do

a. The students may be interested in making some good safety posters for mounting around the school.

b. Students are usually much interested in making a survey to find dangerous places in the community and reporting on any they find. They can make plans to discuss their findings with the proper authorities.

c. Let the students prepare a list of safety rules for the situations outlined in #3. (Review your school rules.)

d. Writing an article on "Safety Rules Help You and Me" for the school paper should interest the members of the class.

Unit 22 OUR BODIES GROW

The Objective

The teacher will have an excellent opportunity to reassure and give information to the boys and girls about their growth. She can present facts (in a general way) about this period of rapid and uneven growth. For example, the long bones grow rapidly and result in some awkwardness and poor posture. Skin disorders and excessive perspiration appear. The boys and girls welcome facts regarding the care of their skin and the assurance that they will outgrow these disturbances. In mixed groups it may not be wise to discuss things of a less general nature than uneven growth, rest needs, and food needs. The young person needs much reassurance at this stage of growth.

The Discussion

1. What do we mean by "the awkward age"?

2. Do you think the chart represents growing problems about as they actually are at this age?

3. Why do you think so many boys and girls of your age feel puzzled and upset about the way they are growing?

4. Describe John's experiences. What are some of the things that might help him. (p. 146)

Unit 22

5. Contrast the experiences of Luella and Hugh, and discuss how they must have felt about things.

6. Do you think you have grounds for worry if you grow in a different way from your older brother or sister?

7. Is it any consolation to you to know that most boys and girls have some worries about growing up, even though their worries seem to be different from yours?

8. Have you known of boys or girls who seemed to need an extra large amount of sleep? (See the drawing on page 149.)

9. Would you say that all persons grow up mentally and emotionally according to different patterns -- about as they vary in physical growth patterns? Explain.

10. How does one learn to accept the rate of his body growth?

Things To Do

a. See if you can find some photographs of yourself taken last year, or a couple of years earlier, and see what has been happening in your growth.

b. It will be helpful to you if you get out the album of photographs and hunt for pictures taken of the same person a year apart. Compare these pictures very carefully.

c. We suggest that you have a talk with one of your parents about the topic of this chapter.

Unit 23 AM I GROWING NORMALLY?

The Objective

The main objective of this unit will be to assure the students that it is normal for them to grow at different rates. Help them to know that they are developing normally even though some of them are "late" growers and some are "early" growers. Emphasize the fact that there is no special advantage in either slow growth or rapid growth -- that eventually, each one of them will grow up and become mature. The teacher will prepare the pupils to be ready to accept their adult size and shape. (The physical education teacher may share in advising the students at this time.)

Unit 23

The Discussion

1. Do you sometimes get to worrying that you may not be growing as you should?

2. Ask your dad and mother if they ever worried about not growing properly. Listen carefully to their story. You may be surprised to know what they went through.

3. Lead the students in a careful description of the chart on page 152. Take time to talk about each age group carefully. The students may be reserved about discussing this type of topic. The principal reason for this discussion is to impress the mind with the facts about uneven and unsteady growth.

4. About how long does it take most boys to go through puberty? How long does it take most girls?

5. Does the fact that girls mature before boys make any differences in the social life of boys and girls at this time?

6. What do we mean by an "early" grower or a "late" grower?

7. What do the authors suggest you may do about your own growth?

8. Is there anything you can do about the size and shape you will have as an adult? Must you accept the fact that you are tall? Short? Slender? Round?

9. As your body changes, what is happening to your emotions and feelings? Explain the drawing at the top of page 155.

10. Does the fact that some are slow growers and others are fast growers have anything to do with their friendships?

Things To Do

a. Students who are becoming concerned about their growth problems should be encouraged to have a talk with their parents or a relative or some member of the faculty.

b. There are some very good films on the problems of sex and physical maturity which the teacher may wish to use.

Unit 24

GIVE YOURSELF A BREAK

The Objective

Get across to the student the fact that he has certain valuable possessions -- even some that other students may not have. Build up his ego by encouraging and helping him to list his own assets and abilities. If he is timid about naming his own abilities, his classmates will generally supply some for him. (With proper guidance classmates can be very kind in such instances -- a kindness that builds status among peers.) A knowledge of what he can do to improve himself will give him self-confidence.

Finally, each person must learn to accept certain things about himself that he can't change, and learn to make the most of what he has.

The Discussion

1. What do we mean when we say some person "got a break"?

2. How could anyone give himself a break?

3. Do you think there is any such thing as luck? Why?

4. Discuss the statement, "We should use whatever tools we have."

5. What do you think of Mike's reasoning? (p. 157-8)

6. What do you consider are your most valuable "possessions"? Each student should make his own list.

7. Can any student tell us what Robinson Crusoe did after he was shipwrecked to measure his assets and liabilities?

8. Let several students tell some of the things they can do now to avoid "throwing their health away."

9. Have some of the students tell what they can do to improve their valuable possession, education.

10. What is meant by the question under the drawing on page 159?

11. What are some of the important things your parents have taught you which are worth real money to you?

12. Have you ever felt like the fellow described at the top of page 160?

13. What do you admire about the two brothers in the story of the four boys who got into trouble? (Bottom of page 160.)

Unit 24

14. Do you agree that everyone has some special abilities? Give some examples from history.

15. Do some of our characteristics which seem to be weakness sometimes turn out to be assets? Give examples.

Things To Do

a. Have each student prepare a chart as in #1. Then let the students exchange ideas and see if some of them want to add to their chart.

b. The class might divide into small groups of 5 or 6, and discuss a topic chosen from the list under #2. Or, papers could be written on these subjects, each student choosing one topic.

Unit 25

HOW DO I LOOK?

The Objective

The main purpose here will be to reassure students who worry about their inadequacies. The insecure person needs the assurance that what he is like is as important as what he looks like. He needs to gain more appreciation for the "set of materials" he already has, and guidance in how to use them. Most of the students will welcome definite suggestions and special helps that will improve their looks.

The Discussion

1. What is it that makes a person good-looking?

2. Do you think the six persons whose photos appear at the beginning of the chapter are good-looking? Why?

3. Have you ever heard anyone called a "copy-cat"? Were you ever called that? Why?

4. Have some student explain the drawing on page 164. (Be sure he doesn't miss the point.)

5. The chapter says (p. 164), "After they have lived with themselves for a few years, they don't worry very much about whether they are tall or short, or wide or skinny. They learn to take themselves as they are." Do you think most people do?

6. Ask the students how they feel about the homeliness of Lincoln. Name others. Do these people think much about their looks?

7. What is the important thing -- what people look like or what people are like?

Unit 25

8. Do you agree that a person's looks "may not be the most crucial thing, but that it is still important"?

9. What is meant by good grooming? How important is it?

10. How important is good posture?

11. What part does cleanliness play in good looks?

12. Why do you suppose many boys and girls try to look alike?

13. Do you think boys are as much concerned with their looks as girls? Would you say that boys care nothing for their looks?

14. What advice would you give Mary Douglas? (#5)

15. Do you think beauty contests are a good thing?

Things To Do

a. Can your class invite a home economics teacher, or a gym teacher, or a nurse, or some other person to talk with you about looks, grooming, and posture?

b. Your class may want to send for some charts on good grooming. (See #7)

Unit 26

COURTESY COUNTS

The Objective

The purpose is to show the student that he is doing the right thing when he puts other people at their ease. Knowing how his practice of courtesy will make other people like him will appeal to him. He will want to know how he can be considerate in specific situations -- how the Golden Rule applies to courtesy. A good job of guidance is done if most of the pupils can be motivated to practice more courtesy in their daily contacts.

The Discussion

1. You have probably heard the motto, "Service with a Smile." Do you think this says anything about courtesy?

2. What is the difference between courtesy and manners?

3. The text states there are two main purposes of courtesy. What are they?

4. Can you think of other reasons for courtesy?

5. What do you consider to be courteous behavior? Give some examples.

6. Do you think that being courteous for your sake is practicing selfishness?

7. Does courtesy have anything to do with people's liking you or not liking you?

8. Do you think we ought to thank people who are courteous to us? Explain the reasons for your answer.

9. Do you think Mrs. Nelson was a courteous person? Why? (p. 172)

10. Is there such a thing as being over-courteous? Give examples.

11. To whom should we be courteous?

12. Do you think every person deserves courtesy? Discuss.

13. Do we show courtesy in the same way to our parents, young children, people of our own age, grown-ups?

14. Discuss Harold Sanders' conduct as shown in #3. What advice would you give him?

15. Discuss the behavior of Marion as pictured in #4. Explain the drawings.

16. Discuss situations in your classroom in which students are not usually courteous. What can we do about it?

Things To Do

a. The class might enjoy making a booklet on COURTESY. See #1 for ideas on what might go into it.

b. Special committees may be appointed and plans made for dramatizing courtesy, or lack of courtesy, in the situations listed under #1.

c. Is your class organized to take care of guests?

Unit 27

MINDING OUR MANNERS

The Objective

The teacher will want the students to have the security of knowing the correct thing to do in each of their own social situations. She will answer specific questions and encourage them to practice correct behavior in improvised skits. Children can learn the proper way of doing things by observing the good manners of their classmates and older people. The boy who is reluctant to practice good manners should learn that etiquette is not "sissy" -- but necessary for the common good.

Unit 27

The Discussion

1. Do you think that some of the courtesies shown in the chart are unnecessary?

2. Why do you suppose Emily Post's books on etiquette continue to be best-sellers?

3. Who is "a stupe"? "A goon"?

4. What are some of the best ways to learn about manners?

5. Why does it pay to learn the rules on what to do in many different situations?

6. What advice would you give Marilyn? (p. 177-8) What should she have done?

7. Is it proper that you behave differently at different places? With different people?

8. What are some of the situations in which you have been puzzled about how to act?

9. How did Franklin benefit by knowing the rules? (p. 178-9)

10. Do you think you ought to avoid occasions which are new to you just because you don't know all the rules involved?

11. Invite some student to discuss the three pictures on page 180, and tell what rules of etiquette are being demonstrated in each.

12. Do all people have "manners"? (#1)

13. What is the best thing you can do when you are in some new situation and do not know the rules?

Things to Do

a. Arrange for a question box as suggested in #4. It provides a good way for timid students to find out what they want to know. (And some students are timid in this area.)

b. Divide the class into groups and let each group write a list of "Do's and "Don'ts" on one of the topics as listed in #5.

c. Arrange to have the class practice introductions. Table manners.

Unit 28

ACTING NATURAL

The Objective

As a rule, the pupil is afraid to be "natural" for fear he will do the wrong thing. The knowledge that adults often act unnatural in new situations will reassure him. More than anything else he needs to gain self-confidence by feeling that he knows what to do and what to say in his experiences. Specific helps on what causes self-consciousness and how to rid himself of self-consciousness in given situations will increase his faith in himself.

The Discussion

1. What relation does this unit have to the two previous charts and chapters?
2. Do you think sometimes you can overdo this matter of rules? Is it possible to become so involved in rules that we cannot be ourselves?
3. Do you think Marilyn was smart? "She didn't decide never to go to a dinner party again and to refuse any more invitations. She decided that it would be hard to live down the radish episode, maybe; but she wouldn't live it down by never taking another chance." (p. 185)
4. Give some examples of what you consider unnatural behavior.
5. What do we mean by saying "rules of behavior are a means to an end"?
6. What do we mean by "putting on airs"? Why do some people put on airs?
7. Where is it the hardest for you to act natural? At school? At home? At church? At a party? At a dinner party?
8. Do you agree there are a good many people like John? (p. 187) What advice would you give such a person?
9. Can you tell the class about some time when you tried to impress people with what you knew? How did it go?
10. What is meant by the statement, "Make the most of what you are and have"? (And remember Chapter 24. We all have many valuable possessions.)

Things to Do

a. Separate the class into four groups, as suggested in #3. Let each group plan a skit on one of the four topics mentioned. In each skit some of the students may act naturally and others unnaturally.

b. Set up some more practice sessions on manners, this time observing the degree of naturalness. (See previous unit.)

Unit 29 WHY HOBBIES?

The Objective

The aim of this unit will be two-fold: first, to encourage every student to tell about his hobby. Make sure that the timid student gets a chance to participate. Assure each one that he need not feel his hobby too insignificant to discuss. The second purpose is to motivate the pupil who has no hobby to try one, or others to try more. Hearing others talk about their interests may suggest activities to him.

The Discussion

1. Count up the number of hobbies mentioned or described in the chapter. Make a list of them.

2. Then proceed to make a longer list of hobbies. Add as many as you can. Would you say that there are hundreds or would you say that there are thousands of hobbies?

3. How would you define "hobby"?

4. Are hobbies that cost quite a little money always the most enjoyable? Give examples.

5. What is meant by "Yankee ingenuity"?

6. Do you believe that hobbies help to develop your ingenuity?

7. Is "ingenuity" a valuable thing to have? Do you think you could ever get paid for it?

8. Is there any advantage in having a hobby that does not pertain to one's life work?

9. Discuss the drawing on page 191.

10. What kinds of hobbies do you think are the most fun?

11. Do you know about 4-H Club work? If you are not in a rural school, some students might be glad to read up on the 4-H Clubs and tell the class about them.

12. Let the students tell about the hobbies their parents had. Does the work their parents are doing now have anything to do with the hobbies they had once had?

13. What are some of the most valuable things you learn from a hobby?

14. Should all people have hobbies? Why?

Unit 29 Things to Do

a. The students may like to plan a HOBBY SHOW. It might be planned in connection with a P.T.A. program or some other occasion when people from the community can see it.

b. By all means arrange for individual students to demonstrate their own hobbies.

Unit 30 HOME RESPONSIBILITIES

The Objective

Make it clear to the student that he will benefit by assuming home responsibilities. Give him the assurance that other boys and girls perform certain tasks at home, too. Some of our greatest leaders learned to be good workers when they were children. The teacher who can influence students to want to cooperate with their parents and cheerfully accept home duties has achieved a major guidance service.

The Discussion

1. How would you describe the difference between "home responsibilities" and "hobbies"?
2. What are you likely to learn from "home duties" that you would not learn from a hobby? Which do you like better?
3. Is a home responsibility apt to develop into a hobby? Is a hobby apt to develop into a home responsibility?
4. Discuss the drawing on page 197.
5. Are you learning anything, really, when you use the mop and the scrub brush?
6. Do you think chores in the country are more fun than chores in the city? Are there many chores in the city?
7. Explain the drawing on page 198.
8. Is it easy to do what Helen did? Did it pay her to do what she did? (p. 199)
9. Do you believe that all jobs are sometimes like dishwashing and scrubbing--that they become monotonous or boring?
10. The authors say, "You can start building your special career now by doing the best you can on home responsibilities." Discuss whether or not this statement is true.

11. Do you believe that all boys and girls should have some home responsibilities to perform?

12. Let each member of the class state some things he would like to do at home, but is not doing.

13. What does the photograph on page 201 suggest to you?

Things to Do

a. Have each pupil write on a slip of paper the responsibility he assumes at home. The slips do not have to be signed. Then sort and tabulate the results. Discuss these results.

b. Divide the class into several groups and carry on roundtable discussions on the home responsibilities listed in item #4, or on others. The groups might each elect a secretary to report their discussions to the entire class.

Unit 31 LEARNING TO WORK FOR WAGES

The Objective

The student may think that he doesn't need to learn how to work at some of the jobs he does because these jobs are not important. Impress him with the fact that every job requires certain skills and that competition in most jobs makes it necessary to practice and become as skilled as you can. Learning what skills he needs on the jobs in which he is particularly interested will be important to him. Point out the advantages, other than monetary, of learning to be a good worker.

The Discussion

1. If the boy owns the bicycle, how do you suppose he paid for it? Name several ways he may have obtained it.

2. Let the students discuss the good points which Gene and Tubby showed, and their weak points (p. 202-4)

3. How might boys their age have done a better job?

4. How can one learn to be a good painter? How can one learn the skills of any job?

5. Do you suppose the boy in the chart knew how to deliver groceries without any study or training? What kind of instruction would he need? How might he cause the boss a lot of trouble by not doing his job right?

6. Let the students discuss the picture on page 204. What are some of the things experienced workmen do? What are some things they don't do?

7. Have you ever watched a good typist work? What are some of the skills she must develop?

8. What are some of the things a good housewife has to do?

9. The authors say, "You will not become a good workman overnight." How long do you think it takes?

10. Discuss the five skills listed at the top of page 206. Which of the five do you think ranks first?

11. Can you name other skills which you would expect if you were employing workmen?

12. How many ways can you think of to make money in your community? (#1)

Things to Do

a. The students may well make a list of all the jobs that boys and girls their age can find to do in the community. Then let them analyze these jobs as to suitability for them -- hours required, wages, etc.

b. Discuss with your dad or some relative or neighbor the skills he needs at his job. Let the students report to the class. (#4)

c. Consider appointing a committee to canvass the community to discover more jobs for the class members to do.

Unit 32 MY OWN MONEY AND HOW I SPEND IT

The Objective

The aim here is to teach the students how to spend their money wisely. The teacher will sympathize with their "desires" and their need for money to satisfy them. But she will assure each student that a few people have enough money to buy everything they want - they have to decide what they can afford and then choose. Knowing how to make this choice is an important factor in the young person's growing-up process. Specific illustrations and advice will help the youth in making his decisions.

Unit 32 The Discussion

1. If I (as your teacher, or as your parent) should happen to become suddenly richer than I am now, and would give each of you a $10 bill, what would you do with it? (It may pay to take the time to let the students write out their answers, unsigned; then read and discuss the answers with the class.)

2. Let someone define "money". (Endeavor to establish in the minds of the students the elementary principle of economics that money is a means of exchange, and finds all of its value thus.)

3. Discuss the drawing on page 209.

4. Have some student discuss the photograph at the opening of the chapter.

5. Why do people save money?

6. How do people save money? Can this be fun, too?

7. Do you think people your age should always have some money in your pockets? Why?

8. What do you think may happen to students if they seldom have any money they can spend as they choose?

9. Do you think an allowance is a good thing? Why?

10. Is it better if you can earn a part of your allowance? Why?

11. Let one student interpret the drawing on page 210.

12. Do you sometimes see where someone is trying to get you to spend your money when you don't want to? Tell us about it.

13. Discuss the drawing on page 213.

Things to Do

a. Ask each student to keep a record of what he spends for one week.

b. Let each student prepare a budget for himself for one or more weeks.

Unit 33 SUMMER PLANS

The Objective

Assure the students that they are really growing up when they are able to assume responsibility and do their own planning. Some pupils may consider their lives too humdrum to involve any kind of planning. It will be a great help to them if they come to realize that they must be alert for situations which call for planning on their part. Help should be given in understanding what these situations may be, and executing these plans. In other words, vacations can be of great educational value--if they are planned.

Unit 33

The Discussion

1. Ask some student to interpret the chart.
2. What kinds of things do you like best to do during the vacation season? How many different types of vacation activities can you think of by looking at the chart?
3. What would you consider to be an ideal summer? (This may be something you will never get to do.)
4. Do you think it pays to plan as much as Jimmy Varda did? (p. 216) What did Jimmy gain by his planning? What did his family gain?
5. Do you have to plan for the whole summer to have a good summer? (Consider Gertrude, p. 217)
6. How many of you have ever gone to a camp in the summer time? How long ahead did you make your plans to go? How did you get the money to go?
7. What games do you play most in the summer time? Do you suppose you might be on a team some day, and then be able to say that you developed a lot of your skill during vacation?
8. Ask some student to explain why he thinks the editors included the photograph on page 219.
9. Do you imagine farm boys and girls enjoy their summers more than city boys and girls? Do you think they learn more?
10. What part should your hobbies play in your summer plans?
11. Should study be included in your summer plans?

Things to Do

a. Students interested in travel might bring souvenir folders and road maps and have a round-table talk about interesting places to go and see.

b. Students who expect to stay at home might get together and talk about the hundred and one interesting things there are to do around their homes and in their own community. Talk about the educational values they can gain. The physical values. The social values.

c. Survey the possibilities for vacation-time work in your community.

PROGRAM EMPHASES

In developing the individual grade level program objectives, it would be wise to follow a common schedule of topics. Those which follow are suggested since they are, in most cases, keyed to the resource book and more importantly essential elements of that grade level's program objectives. When a unit or chapter in the resource book is relevant, the unit number is shown in parenthesis. Teachers may refer to the appropriate section of their guide for recommended activities and discussion questions.

Some topics are followed by the words "special units." Special lesson plans for these topics will be provided for each teacher well in advance of the time scheduled program. The "Working in Columbus" unit, for example, will be developed by the Child Study staff and made available to seventh grade teachers complete with lesson plan, suggested topics, and resource materials. Most of the topics listed, however can be handled quite comprehensively by utilizing the materials and resources provided as basic components of the program.

PROGRAM EMPHASES - GRADE SEVEN

The monthly and weekly topics shown below are recommended as points of emphasis in preparing your class units. The television programs will use the ninth grade monthly topics as their central theme, while the radio programs will, in most cases, be closely related to the seventh grade weekly themes. It has been suggested that your audio-visual staff tape the radio programs and make them available upon teacher request. Suggested classroom activities for each of the 32 weekly topics appear in each teacher's manual. Related resource book chapter numbers follow each topic.

October

BEGINNING MY JUNIOR HIGH SCHOOL YEARS

First Week	A New School, A New Grade (1)
Second Week	Making New Friends (2)
Third Week	Getting Along with Teachers (3)
Fourth Week	Time on Your Hands (4)

November

PERSONAL RESPONSIBILITIES

First Week	Study Skills (5)
Second Week	Learning at Home (16)
Third Week	Changing the Pace - It's not all bookwork (7)
Fourth Week	Your Part in the Group (8)

December

PERSONAL RESPONSIBILITIES (continued)

First Week	Being a Good Sport (9)
Second Week	Keeping Your Word (10)
Third Week	School Service (11)
Fourth Week	It Belongs to All of Us (12)

January

DEMOCRATIC RESPONSIBILITIES

First Week	The Meeting Will Come to Order (13)
Second Week	Are We Really Democratic (14)
Third Week	Civic Responsibility (18)
Fourth Week	Home Responsibility (30)

February

DEMOCRATIC LIVING

First Week	Family Life (15)
Second Week	Understanding Parents (15)
Third Week	Living with the Crowd (17)
Fourth Week	Understanding the Adult World (18)

March

PERSONAL GROWTH AND APPEARANCE

First Week	Our Bodies Grow (22)
Second Week	Am I Growing Normally? (23)
Third Week	My Personal Strengths (24)
Fourth Week	How Do I Look? (25)

April

LEISURE-TIME ACTIVITIES

First Week	Movies, Radio, and Television (20)
Second Week	Why Hobbies? (29)
Third Week	Comic Books (19)
Fourth Week	My Interests and Abilities (24)

May

THE WORLD OF WORK

First Week	Learning to Work for Wages (31)
Second Week	My Own Money and How I Spend It (32)
Third Week	Summer Plans (33)
Fourth Week	Working In Columbus (Special Unit)

Materials -- Itemized

The Student Record Booklets

Each student will maintain a personalized career record in a student record booklet which is keyed to a specific job brief series (e.g., Grades 7 and 9 will be keyed to the SRA Kits and Grade 8 will relate to the Chronicle Job Briefs).

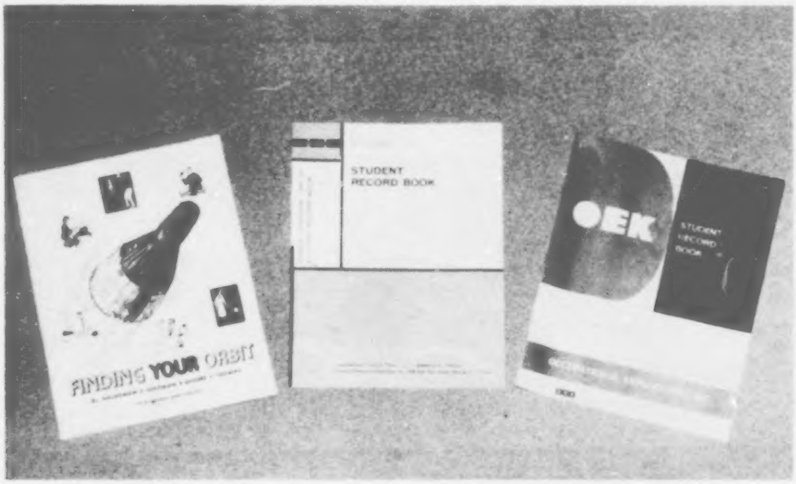

FINDING YOUR ORBIT
STUDENT RECORD BOOK
OEK
STUDENT RECORD BOOK

Figure 2 - Student record books for Grades 7, 8, and 9

Guidance Kits

The Widening Occupational Roles Kit (WORK) will be used in Grade 7. This kit contains briefs on 300 occupations, vocations, and professions.

The Occupational Exploration Kit (OEK) will be used in Grade 9. This kit contains 400 job briefs. Additionally, two extra sets of job briefs for each kit will be provided.

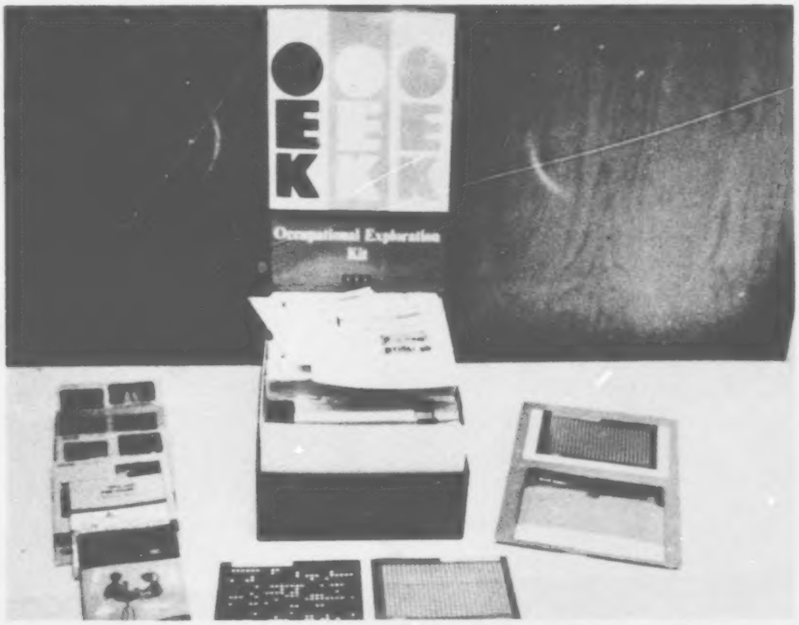

OEK
Occupational Exploration Kit

Figure 4 - The Occupational Exploration Kit

The Three Resource Books

Each school shipment contains fifty guidance resource books for each grade level. Grade 7 will use About Growing Up, Grade 8, Being Teen-Agers, and Grade 9, Planning My Future.

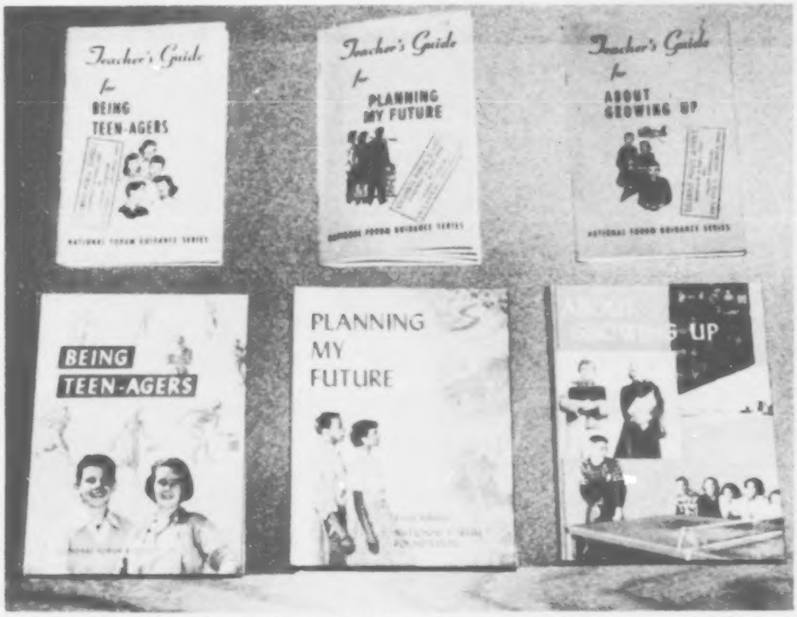

Teacher's Guide for Being Teen-Agers
National Forum Guidance Series
Teacher's Guide for Planning My Future
National Forum Guidance Series
Teacher's Guide for About Growing Up
National Forum Guidance Series
Being Teen-Agers
Planning My Future
Up

Figure 5 - Resource books for Grades 7, 8, and 9.

Chronicle Job Briefs

The Chronicle Job Briefs (3 sets) will be used at Grade 8. Each set contains 300 job descriptions.

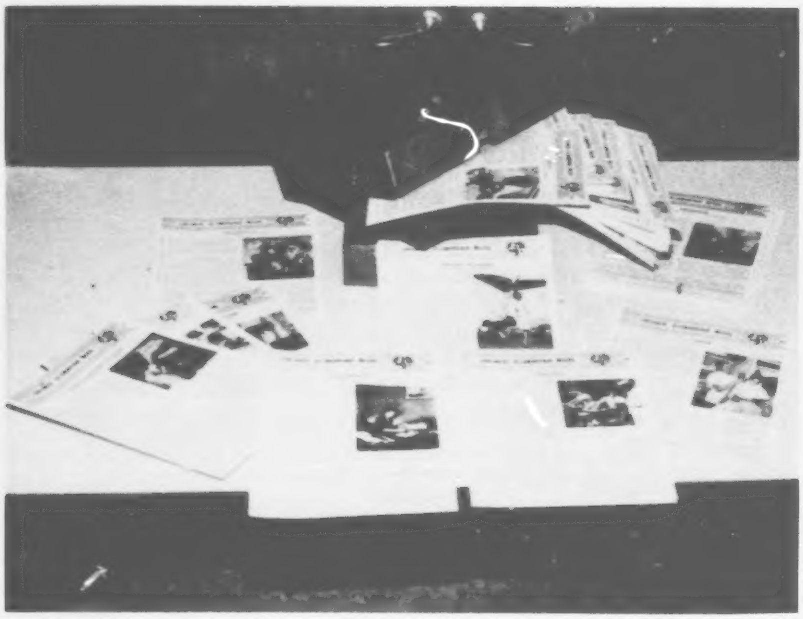


Figure 6 - Chronicle Job Briefs for Grade 8.

Guidance Series Booklets

The junior high school Guidance Series Booklets (3 sets of 21 booklets) will be used in Grade 9.

Figure 7 - Guidance Series Booklets.

Teaching Charts

Each resource book (see Figure 5) has a teaching chart which relates to various units in each book. Schools will be provided one chart for each grade level (three charts per building).

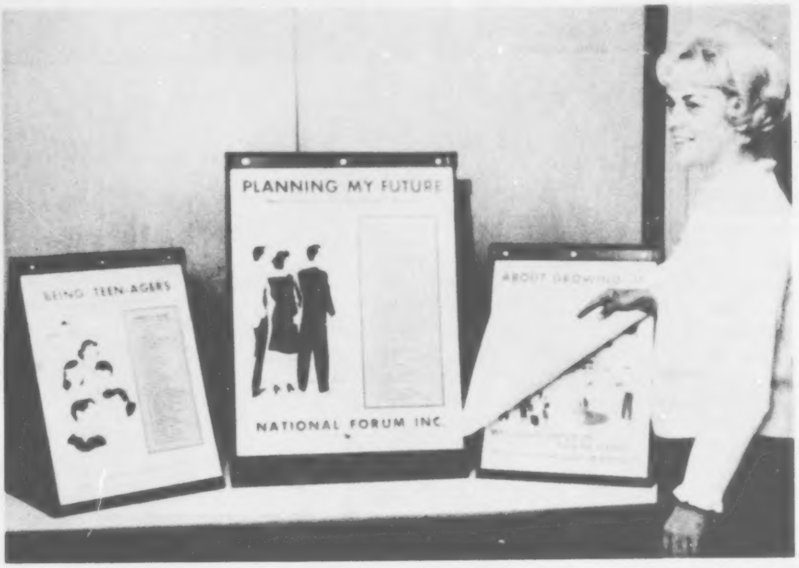

BEING TEEN-AGERS
PLANNING MY FUTURE
NATIONAL FORUM INC.
ABOUT GROWING UP

Figure 8 - Teaching charts keyed to resource books.

Guidance Materials

In addition to these grade-level materials, the following guidance aids have been selected for use in the program.

The Encyclopedia of Careers (two volumes to be available for student use upon request)

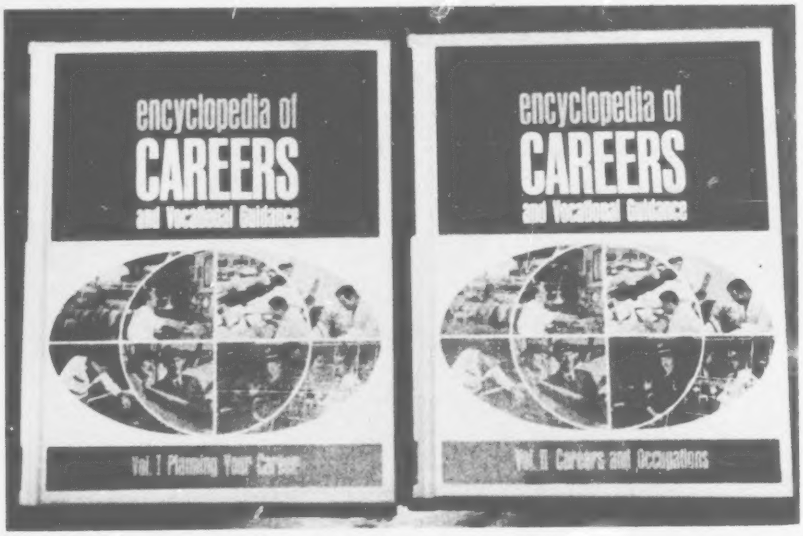

encyclopedia of CAREERS and Vocational Guidance
Vol. I Planning Your Career
encyclopedia of CAREERS and Vocational Guidance
Vol. II Careers and Occupations

Figure 9 - The Encyclopedia of Careers

The Dictionary of Occupational Titles (two volumes to be placed in the counselor's library to assist students).

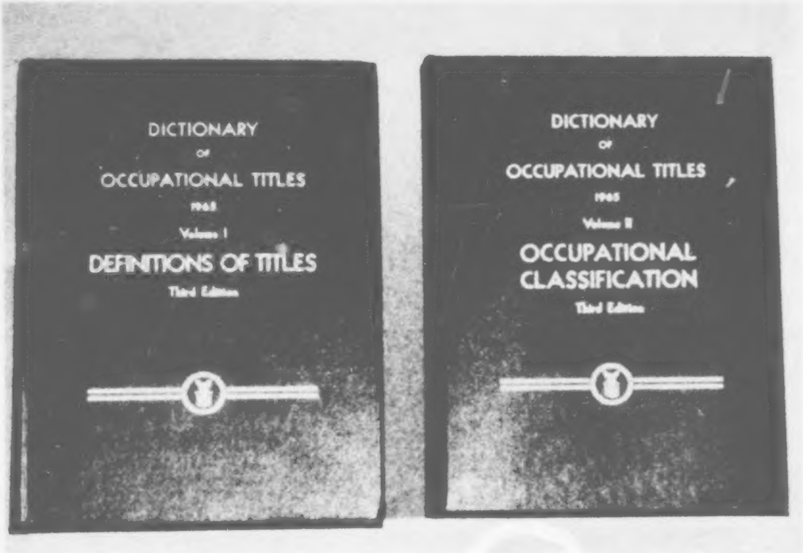

DICTIONARY
OF
OCCUPATIONAL TITLES
1965
Volume I
DEFINITIONS OF TITLES
Third Edition
DICTIONARY
OF
OCCUPATIONAL TITLES
1965
Volume II
OCCUPATIONAL CLASSIFICATION
Third Edition

Figure 10 - The Dictionary of Occupational Titles.

Guidance Film Strips (the guidance staff of each school to be supplied with 18 film strips relating to various phases of the Career Exploration Program).

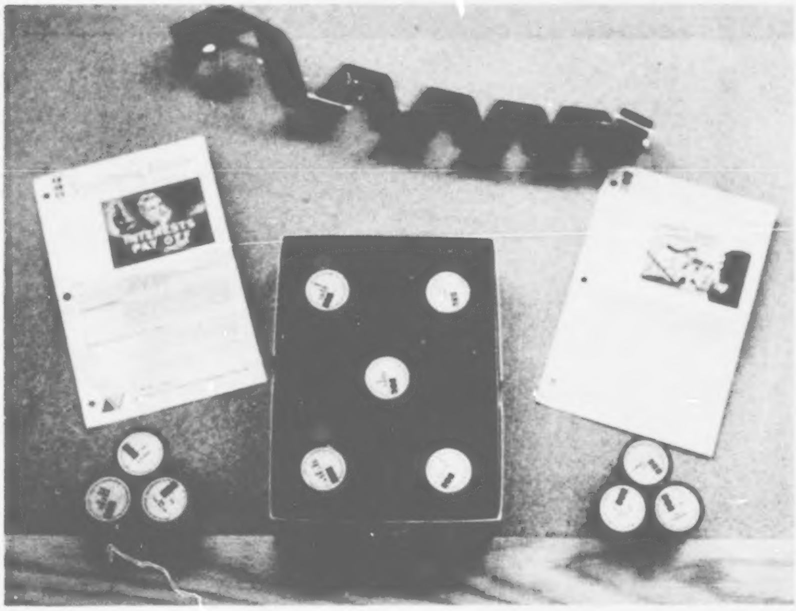
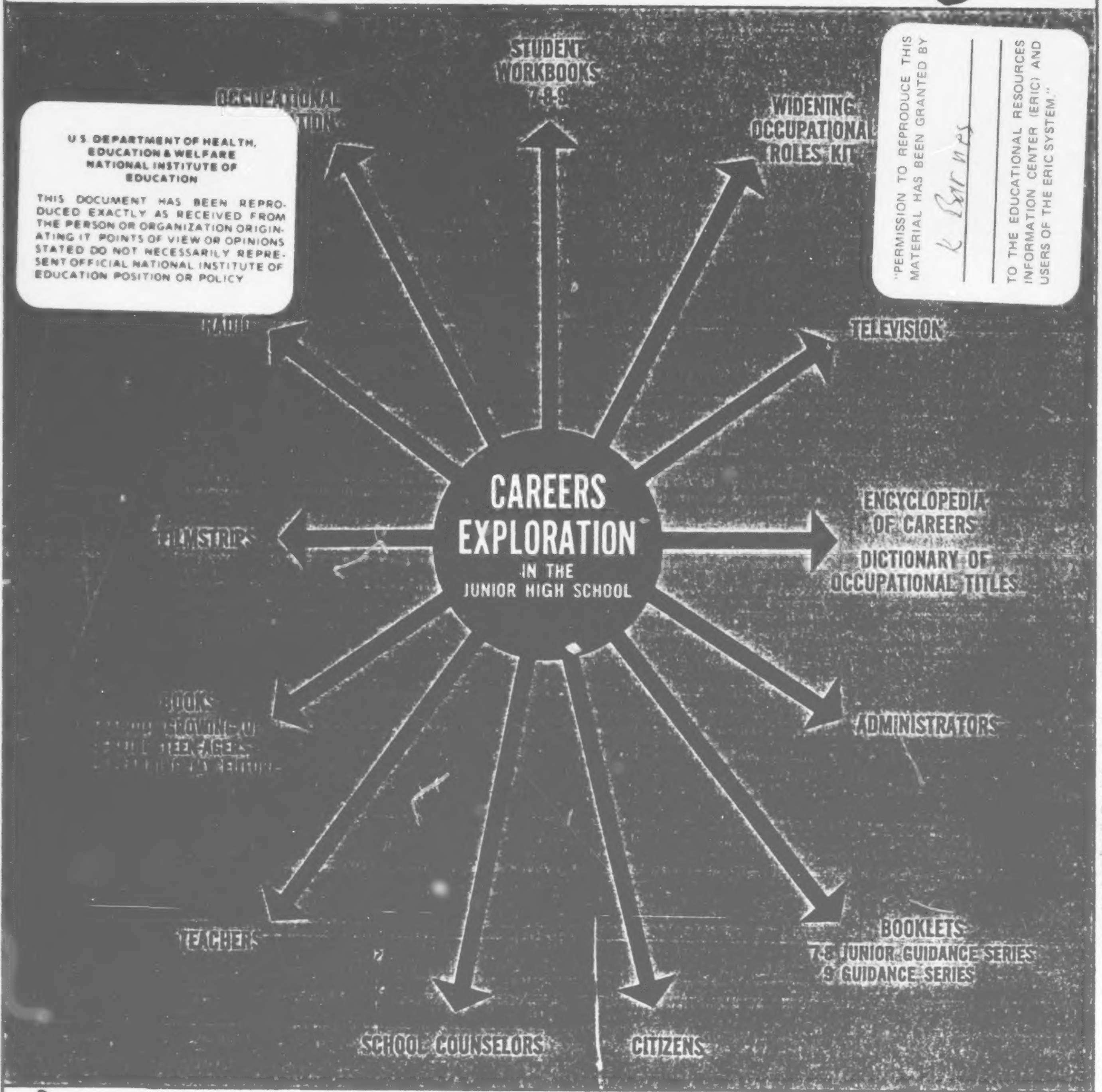

INTERESTS PAY OFF

Figure 11 - Guidance film strips.

Figure 12 - Television Programs

Figure 13 - Radio Programs

Teachers' Guide-Grade Eight


STUDENT WORKBOOKS 7-8-9
OCCUPATIONAL
TION
WIDENING OCCUPATIONAL ROLES KIT
RADIO
TELEVISION
CAREERS EXPLORATION
IN THE JUNIOR HIGH SCHOOL
FILMSTRIPS
ENCYCLOPEDIA OF CAREERS
DICTIONARY OF OCCUPATIONAL TITLES
BOOKS
ADMINISTRATORS
TEACHERS
BOOKLETS
7-8 JUNIOR GUIDANCE SERIES
9 GUIDANCE SERIES
SCHOOL COUNSELORS
CITIZENS

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
K Barnes
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CG 012707

COLUMBUS PUBLIC SCHOOLS

DIVISION OF SPECIAL SERVICES
CHILD STUDY AND STUDENT COUNSELING DEPARTMENT
270 EAST STATE STREET • COLUMBUS, OHIO 43215

CONTENTS

I. Introduction 1

II. Objectives of the Program. 2

III. Resource Materials

- Being Teen-Agers. .3
- Audio-Visual Materials. 3
- Radio Programing. .4
- Television Presentations. 4
- "Finding Your Orbit". 4
- Occupational Briefs 5
- The Counselor as Coordinator. 5
  - a. D.O.T.. 8
  - b. Encyclopedia of Careers 8
  - c. Technical Assistance. 8
- Speaker's Guide and Community Resources 5

IV. The Role of the Eighth Grade Teacher 6
- Class Units 6
- Using the Student Workbook. 6
- Television Presentations. 7
- Radio 7

V. Suggested Uses of Materials in Developing Class Units

- Suggested Discussion and Things to do with the Being Teenagers Resource Book 8-49
- A Unit Sample - October 50

VI. Program Emphases

- Grade Eight 51

VII. Index Guide to Materials

INTRODUCTION

As every teacher knows, guidance is not subject matter, and can hardly be taught as subject matter. In fact, guidance if it is to be effective, cannot be "taught" at all in the traditional sense of that word. Instead, it must put the burden of thought upon the student, and not the teacher. The teacher can dispense with preparation of subject matter, marshaling of ideas, attempts to fill the period with projects and exercises, correcting of papers, giving of tests. "Correct" answers are not the objective, but rather, the process of careful fair thinking and the building of incentive to action.

As a junior high school teacher I am sure you recognize the importance of extending these kinds of opportunities to your students. They are at a critical cross-roads in their personal and social development, one which is quite confusing and often very difficult to navigate alone. We sincerely feel that this program of group guidance and student orientation can make a significant contribution both to you and your students.

While you have undoubtedly followed some form of personal program in your teaching leading to student understanding and personal growth, we believe the program we are initiating this year will give you the added direction of the very latest professional tools with which to work and the professional advice and cooperation of your school counseling staff.

The following pages will describe in detail the basic components of the program, recommendations for teacher involvement in the program, suggested uses of materials and resources, and a sample schedule of activities which might be considered typical of one month's programing.

We want to encourage a vigorous interchange of ideas and creative inventiveness in this, our first year of formal involvement in this program. We would encourage you to experiment with new methods and to use the materials and resources in a personally designed series of class units. Let's make this a truly creative and helping activity which will have lasting value for the youth we serve.

Harold D. Eibling

OBJECTIVES

Vocational Exploration - Grade Eight

The major objectives of the 8th grade program will be to provide each student the opportunity to:

1. Gain a deeper understanding of his personality make-up stressing personal and social skills needed to better understand one's self and those around him.

2. Research a number of selected areas within certain job families to determine the various skills and training required of persons working in these jobs. These investigations then would be translated into meaningful personalized student activities which would help the student study certain jobs in more depth or in some cases assist them in planning for job entry occupation after their junior or senior high school education has been completed.

3. Learn how to apply for a job. The elementary steps to follow in applying for a job (e.g. grooming, filling out an application, setting up an appointment, etc.) will be stressed. The operation and services available to youth (such as the Youth Opportunity Center) will be described in detail stressing what they offer youth and how to locate and use their services.

4. Become familiar with the various laws governing the world of work (e.g. work permits, hours, working conditions, pay, etc.).

5. In addition, units will be presented covering such important topics as "Coming of Age," which stresses the physical and social conflicts inherent in a child's development, "A Deeper Look at You" focusing on the student's interests, abilities, his personal qualities, and other related attributes.

We would in no way expect this program to take on the dimensions of a patent medicine - cure-all approach to the problems of student adjustment and growth. Students will experience stress and trial and error periods in their school lives no matter how much support and direction the teacher gives them. We do, however, hope that each teacher will consider this program as a form of enrichment to his personal teaching experience, and combine the materials and resources with his own ideas to form a truly creative and meaningful class guidance program for his students.

RESOURCE MATERIALS

Being Teen-Agers - A Resource Book

The guidance resource book, Being Teen-Agers, is offered as a supplementary reading book for students to stimulate their thinking and encourage class discussion and self-expression. The book contains 33 units which are not necessarily interrelated. They may be presented in the order in which they appear in the book or in any other sequence the teacher feels to be most timely and effective.

Such topics as "All-Round Boys and Girls," "Personality Plus," "Making Friends," "What Makes a Good Worker?" are presented.

Each unit has a teaching chart which relates to it. The chart can be highly effective in bringing out the central points of the unit graphically.

Discussion guides and things to do are provided for each of the 33 units. They are offered as suggested questions for discussion. It is highly possible that you may not need them, for by all means, students should be encouraged to offer the first questions. Questions originating from the class are undoubtedly better than those proposed in this guide. If it is necessary to use the questions provided, teachers should not feel "locked-into" a series of questions at the expense of the more spontaneous and pertinent ones which might be forthcoming from the class. (See Discussion Topics p.)

Film Strips

Your school counselor has a film strip library in his office. You are encouraged to meet with him to plan class showings of any one of the following presentations:

Your School Record Is Important
Motivation - A Key to Achievement
So You Want a Summer Job
Civil Service Jobs
Basic Subject - Preparation for Work
How to Find a Job For Yourself
When You Go to Work
How to Get a Job and Keep It
How to Study Occupations
Career Planning in a Changing World
Interests Pay Off
Your Life of Work
Area Career Opportunities
Putting Your Aptitudes to Work
Planning Ahead After High School
Parents Are People, Too
Marriage and Careers
Salaried Worker or Self-Employed

RADIO PROGRAMS

Beginning in October WCBE will broadcast the series "Looking Ahead." Persons from all walks of life will describe their jobs and give a personal on the spot description of the pluses and minuses of a wide range of occupations. We recommend that you include this series in your program and relate it to the occupational briefs contained in the W.O.R.K.

Programs will be aired beginning the week of October 2nd, three times a week (Tuesday at 11:15-11:30, Thursday at 10:00-10:15, and Friday at 3:15-3:30). It is suggested that you ask your school audio-visual staff to pre-record each program for more convenient scheduling. A list of specific program topics will be sent to you in early September.

TELEVISION PRESENTATIONS

A series of eight TV presentations will be presented once each month via WOSU-TV. These will be primarily geared for 8th and 9th grader use in assembly-type programs, but there will be a number of presentations in which the 7th grade may participate. These programs will stress the importance of staying in school, personal planning for the future, in-depth studies in occupations and professions and other related activities. Local personalities, with whom junior high students can identify, will be interviewed. Programs will be aired the second Tuesday of each month from 9:15-9:30. A program outline will be sent to each school in early September.

THE "FINDING YOUR ORBIT" STUDENT WORKBOOK

In addition to the materials and resources listed above, the 8th grade student will be provided a copy of the student workbook, "Finding Your Orbit." This workbook stresses student involvement and the personal investigation of occupations.

The teacher is encouraged to read the notes on pages V, VI, and VII of the workbook for a general description of the workbook and its recommended uses.

Sections of the workbook include: temperaments, interests, aptitudes, physical capacity, and a section providing space for the student's use in researching seven different occupations.

OCCUPATIONAL BRIEFS

As students investigate levels and fields of occupations, they will quite naturally want to know more about those fields which appeal to them.

A listing of over 300 occupational briefs keyed to the "Finding Your Orbit" workbook will be available from your school counselor for student use in investigating areas of interest. These briefs define the work itself, explain the kinds of work performed, fields of specialization, earnings, outlook, personal qualifications, educational requirements, and other pertinent data. Listing at the end of each brief assists the student in locating additional information.

Your counselor will have three sets of these briefs available to 8th grade teachers only, so you should always find one set of them available for your students' use.

THE COUNSELOR AS COORDINATOR

We cannot stress enough the importance of your building school counselor in helping you organize your class units for the school year. Your counselor has a wealth of information and material to share with you. Such materials as the Dictionary of Occupational Titles, the Encyclopedia of Careers, and other resources have been entrusted to him since they are geared more to the one-to-one business of student counseling. It is suggested that you work quite closely with your counselor in preparing your initial units in order that he might offer suggestions and demonstrate the uses of some of the materials which will be available to you throughout the school year.

SPEAKER'S GUIDE AND COMMUNITY RESOURCES

In addition to the materials we have just listed, a booklet containing the names of interested community business and professional persons is available to you through your counselor-coordinator. This booklet lists the names, addresses, and telephone numbers of local individuals who have consented to speak to students and answer questions relating to their line of work. In some cases it will be possible to arrange field trips to certain establishments for a more in-depth examination of the world of work.

Your school counselor will assist you in locating these people.

YOUR INVOLVEMENT AS AN EIGHTH GRADE TEACHER

The planning and developing of class units for the eighth grade Vocational Exploration Program should be viewed with an emphasis on flexibility and a variety of approaches. There is no need to feel, for example, that there is a need to complete the guidance resource book by the end of the year. Indeed, in most cases, teachers will not wish to stress certain topics covered in the book. A more important use of the text is as a catalyst for discussion and student involvement with ideas (both their own and those they gain from an examination of the various materials in the program).

The student workbook is to be considered the property of the student, but the teacher may wish to collect them after each class unit which requires their use. At the completion of their use, they are to be given to the student for future reference and study.

One point should be emphasized relative to their use. Many workbooks are completed item by item with one answer being required for a given question. This particular workbook does not require such an approach since each student is relating each question to his personal make-up and individual propensities. It is quite conceivable that no one member of your class will have same answer for any particular question.

It is felt that the workbooks can be one of the most productive activities the student undertakes in the eighth grade program. Teachers should encourage students to use the workbooks correctly and assist those students who find it difficult to complete any given section of the book.

When students begin their in-depth study of occupations, teachers should see that sets of occupational briefs are available to them. These briefs should be collected at the conclusion of each class period. They may be signed to indivdual students for study hall or home use at the discretion of the teacher.

TELEVISION PRESENTATIONS

As noted earlier, the TV presentations will be presented in assembly with the ninth grade class.

The teacher's involvement in this phase of the program is minimal. We would stress the importance of follow-up discussion in class. If a particular presentation stimulates class discussion, it may be wise to follow this interest to its logical conclusion rather than proceeding with a class unit which might be totally irrelevant to the point of interest.

RADIO PRESENTATIONS

The use of these programs is completely optional. If you do decide to use them they may be piped into your class via your audio-visual staff. By referring to the schedule of programs, you can usually determine whether a future program has relevance for your particular class program. We would encourage you to try one or two of the programs early in October.

SUGGESTED USES OF MATERIALS
IN DEVELOPING CLASS UNITS

Suggested Discussion and Things to Do with the Being Teen-Agers Resource Book

Unit I ALL-ROUND BOYS AND GIRLS

The Objective

The teacher needs to help the students realize two major points: (1) that no one does everything well, but a variety of interests makes you a more interesting person; (2) you don't have to be a star in one activity, but it is good to have some interest in which you excel. The teacher should point out all the different activities in which students may participate at home or at school or in the community.

The Discussion

1. What are some of the things you consider necessary if you are really to be "all-round?" Make a list on the blackboard.

2. Think of a person you consider an all-round person; then state why you think he is all-round.

3. Do you think all boys should try to be good athletes?

4. How all-round do you think Elmer is? Nicholas? Frank? Francine? Rosemary? Jane? Take time to ask what each student ought to do to help himself. (p. 12-3)

5. Invite some student to explain the drawing on page 13.

6. Let the students discuss the items listed at the bottom of page 13 and on page 14. Which do they think are most important? Which are unimportant? Let each student add others he considers important. (This kind of list, in writing, may give the teacher considerable help in learning to know the problems of her students.)

7. What changes do you think you need to make to be an all-round person?

8. What are some things that tend to keep us from being all-round persons?

9. Do you think some adults do not need to be all-round persons?

10. As you grow older, do you think the things you will need to do to be all-round will change?

11. How would you like it if everybody were exactly like you?

Unit I

Things to Do

a. In line with item six on the previous page, and as suggested in #1 in "More things to do and talk about," consider the value of the students' rating themselves on the 16 points in the chapter. These data could well be studied by the teacher as a guide in handling the students throughout the course.

Unit 2

CHOOSING MY ACTIVITIES

The Objective

There is a basic sense in which this unit is the counterpart or second half of Unit 1. Activities are among the best ways to become more all-round. Therefore, one goal sought in deciding on activities is to include those things that will help each person to become a better developed, all-round person. Each student needs to find an activity in which he knows he is contributing something worth while. Each one needs to think through the reasons for joining an activity.

The Discussion

1. Which activities shown in the chart do you like best?
2. How many activities are shown on page 17 of the text, and which do you consider the most fun?
3. Make a list of activities that are available to young people in this community.
4. In how many of these activities have you already had some participation?
5. About which of the clubs and activities in your school would you like to have more information? How can you obtain this information?
6. Is one always going to like a new activity upon his first experience with it? Explain.
7. Should you always engage in the same activities year after year? What are the advantages in doing so? What are the disadvantages?
8. Have several students interpret the drawings on page 20, 21, 22.
9. Do you think some people take their activities too seriously?
10. Some schools limit the number of clubs and activities a student may join. Do you think this is right?
11. Do some boys and girls join too many activities? How many are "too many?"

12. Do some people join certain clubs and activities merely because their friends belong?

13. What advice would you give to Kenneth about quitting his job? (#6)

14. Of what value to you now are your extracurricular activities? Of what value in later life?

15. "Choose your activities so that your daily program will be rounded out. Get a variety of experiences." (p. 21) Explain.

Things to Do

a. Survey all the activities offered in your school and community. (Your school handbook can be used here.)

b. Arrange for some of the officers of clubs or organizations to talk with the students about the activities of their organizations.

Unit 3 PERSONALITY PLUS

The Objective

The students need to know how they can develop their personalities. They want definite, concrete ideas on what a person needs to do in order to become more interesting to those around him. The teacher can emphasize that individuality is important. Through discussion, the students may realize that their own likes and dislikes are changing—that the qualities they admire this year may be different from last year or next year. Because the student is so interested in himself, this chapter on personality can be dealt with in a personal way in which each student evaluates himself and determines what to do to improve.

The Discussion

1. Do you think a person has to be handsome or beautiful to have a strong personality?

2. What is "personality" anyway?

3. What do we mean when we say a person has lots of personality?

4. How much is personality affected by lipstick, hair oil, neckties and evening gowns? Is it always affected favorably by these?

5. Can we say that everyone has personality? What do we mean when we say a person has no personality?

6. What do you think of Martha's way of trying to be popular? (p 26) Have you ever tried that way? How well did you succeed?

7. Is your personality going to be different next year from what it is now?

8. What changes would you like to make in your personality? (Let the students pause to think of the things they wish for themselves. Let those talk who may feel like doing it.)

9. How important is health to good personality? Interest? Enthusiasm?

10. What do most people mean by "charm?" What do you think charm really is?

11. How would you describe what the authors meant by the "plus" in "Personality Plus?"

12. What does this chapter have to do with being more all-round?

Things to Do

a. Divide the class into committees to discuss particular personality traits. Let each student join in discussing the topic of his choice. (#3)

b. Collect pictures of movie stars and other prominent people and have the students appraise the personality of each. Maybe they'd like to make a scrapbook.

Unit 4

MAKING FRIENDS

The Objective

Early teen-agers want to know the how of making friends. Those who find difficulty in making friends tend to withdraw and wait for others to come to them. Throught the discussion of this chapter, they may see that by (1) being with people in group activities, (2) showing an interest in others, (3) being cheerful, they are able to start new friendships. The students will suggest other effective ways of making friends in their particular group. It will be interesting as the discussion develops to note that even the girls and boys who seem to the teacher to be popular are quite concerned about this question of friendships.

Unit 4 The Discussion

1. Think of 3 or 4 persons you consider to be friendly and try to state why it is easy to be friendly with them.
2. How do you suppose these people got started being friendly?
3. Why do you think the chart is right in saying "You have to *do something* about being friendly. It doesn't come about by *wishing*?"
4. What are some of the things you can do to become a more friendly person? (Let a student write them on the board as the class names some ways.)
5. Do you think that being all-round boys and girls has any relationship to this chapter? What is this relationship?
6. How has school helped you to form friendships?
7. Explain why and how engaging in activities helps us to make friends.
8. Do you have the same friends now that you had three years ago?
9. It is natural that you drift apart from some friends and make new ones?
10. Do you think you are friendly with everybody? If you feel there are some exceptions, who are they?
11. What are some things we can do to become more friendly with people we don't naturally like?
12. What steps can a shy person take to help himself make friends?
13. Do you think Adele Robbson did too much to help herself make friends? (p. 36)
14. Why does going to parties help us to make more friends?
15. What do the authors mean when they say "'Interest in others' really means *showing* your interest in others."

Unit 4 Things to Do

a. Ask someone at home or some older person you know to tell you about one of long-lasting friendships. Ask him why is has been long-lasting.

b. The students should make an outline as suggested in #7 and fill it out with as many points as they can get.

Unit 5 HELPING OTHERS TO MAKE FRIENDS

The Objective

The adolescent is relieved to realize that his age-mates have the same problems he does. It helps him in his adjustment to know that many are just as concerned as he is in making friends. He gains insight into his own problems of group belongingness when he discusses how to help others make friends. He is actually ready to lend a helping hand when he sees others' problems in relation to his own. Emphasis should be placed on putting himself in the other person's place and realizing that he, too, wants to make friends.

The Discussion

1. In what ways do you feel the central character is helping others to make friends?

2. What more is there to helping others make freinds besides introducing them?

3. Do you think the boy in the chart is acting like an adult?

4. Do you think that everybody needs help in making friends?

5. Do you feel that some of the students in your school are left out of things? Do you seomtimes feel "left out" yourself? How do you like it?

6. What do you think of Martin Carter's way of trying to help other students to feel at home in the school?

7. Can you suggest some ways of helping a fellow like Frank to make friends?

8. How are you helped by helping others make friends?

9. Do you think that "actions speak louder than words" in friendships?

10. Why do you think of the topics which the Council of Jefferson Junior High decided to discuss? (3rd paragraph on p. 45.) Would you like to discuss these topics in your class?

11. Why is "understanding people" a necessary part of helping people to make friends?

12. Have some student discuss the drawing on page 46.

13. What are some of the things you can do to make a new student feel welcome in your class?

14. Have you ever brought two of your friends together and found, to your disappointment, that they did not get along together? Is this a common thing? Is there anything you can do about it?

Things to Do

a. Elect a committee to meet with your principal and student council president to discuss plans for welcoming new students.

b. Maybe the class would like to change seating arrangements to encourage friendship with more students (#4).

Unit 6

OUR BODIES GROW UP

The Objective

To relieve worry and doubt about differences in physical development is the purpose of this unit. Bringing the subject up for group discussion is in itself a fine way to allay feelings of anxiety. Even the youngsters who do not contribute to the discussion (through fear of revealing themselves) profit by hearing that others have the same concern over body growth.

The Discussion

(Many boys and girls will be timid about discussing the facts of this unit, but the more they consider the data of the chapter the better it will be for them. Let the emphasis be on the fact of variation and that variation is normal. Some schools may wish to divide the boys and girls for further discussion.)

1. Who reach maturity first, boys or girls?

2. Do you believe the chart shows a true picture of boys and girls of your age?

3. What do we mean when we say, "Growth goes by spurts?"

4. At what ages do girls tend to be taller than boys?

5. Is it natural that all boys and girls are interested in height, body build and growth?

6. What do we mean by "early growers" and "late growers"? Which group do you think it is easier to be in?

7. Have some student discuss the drawing on page 51.

8. Do you agree that the biggest job your body has now is to adjust to its many rapid and irregular changes? Do you ever get worried about how you are growing or how you are not growing?

9. Would you say that "puberty" and "adolescence" represent the same period?

10. What things about your bodily growth is it useless to worry about?

11. What difficulties arise in your social life as a result of the fact that girls mature earlier than boys? How does knowing this fact help you to understand some of the behavior of boys and girls?

Things to Do

a. Keep a chart for one week in which you rate yourself on the following points: nails, teeth, shoes, clean skin, clean hair, clean clothes, posture, facial expression, good food habits, plenty of sleep. (#3)

b. Invite your gym teacher or some other person to give your class a talk on posture, appearance, etc.

c. Let the students put on the dramatizations suggested in #5.

Unit 7 LOOKING-GLASS LOOKS

The Objective

These boys and girls need help in seeing that there are many things one can do to improve appearance. It is not, as some believe, a hopeless task. The chapter points out the value of cleanliness, good posture, grooming, appropriate clothes, style, color, and careful planning of wardrobe. The teacher should stimulate the group to find new ways of improving general appearance.

The Discussion

1. What connection do you think this chart has with the previous one on Bodily Growth? (See if the students grasp the idea that the changing of the body and its rapid growth are basic causes for increased interest in appearance.)

2. Do you think it is a good thing for us at this period in our lives to get especially interested in our appearance? Why?

3. Are "dressing up" and "primping and fussing" bad? Why?

4. How important are looks?

5. How many people do you think underestimate the importance of good looks? How many overestimate it?

6. What do you think of Miriam's and Phillip's notions of looks? (p. 57)

7. What would you do if you were like Jeannette? If you were like Arthur?

8. Have some student discuss the drawing of Joan on page 57.

9. What do you think of the outline of instructions on what to do about looks, on page 58? Is it a sensible plan?

10. What do you think of the cure for overemphasizing clothes, as suggested on page 59?

11. The students may enjoy discussing some of the fads and fashions of just a few years earlier--things the students can remember.

12. Discuss the difference between "looking-glass looks" and looks "from-the-inside-out."

Things to Do

a. Bring to class some old photographs of 20, 30, 50 years ago, and let the students study some of the styles of other days.

b. Invite your gym or home economics teacher to talk to your class about dress, appearance, etc.

Unit 8

ETIQUETTE'S EASY

The Objective

Through reading, a discussion, and demonstrations, the pupils may learn the manner needed for both day-by-day and special activities. Just telling a youngster at this age to forget himself and act natural is not enough. He wants some examples of how to act and what to say. Prove to them that etiquette can be easy. Through practice let them learn that it is easy.

The Discussion

1. Do you think etiquette is easy? (It's not easy for a boy to hold a girl's chair for her, with his own dessert in his hand, is it?)
2. What are some of the "why's" of good manners? Name some of the advantages to yourself. Some of the advantages to others.
3. How do you imagine Mrs. Grotjohn feels when Bob acts as he does in the drawing on page 63? Does Bob have a point?
4. The chapter states that girls usually become "ladylike" at an earlier age than boys become "gentlemanly." Explain.
5. How does etiquette help you to get along with people?
6. Have some student explain the two photographs on page 65.
7. Have you seen situations which made you think of the drawing on page 66? What were they?
8. What are some of the best ways to learn good manners? What are some of the books that may help you?
9. What does the text mean by saying: "Don't put on the manners and etiquette so thick that the 'you' doesn't show through?"
10. Has your class ever done anything like Caldwell's eighth grade class did? (#1) Who is responsible when a gang acts that way?
11. Is etiquette harder or easier for your when you are with a group?
12. Discuss some of the things to do and not to do when you go out to eat.

Unit 8

Things to Do

a. The teacher will probably want to let the students know which of the books listed under #9 (Books to Read) are in the school library. Some books can be exceedingly helpful to youngsters of this age.

b. Interview parents or other adults to find out their pet peeves about teen-agers' manners. How can you change their opinions?

c. Carry out #3, #5, and #6 and demonstrate good manners in various situations.

Unit 9

PARTY TIME

The Objective

The class needs to talk over: how to plan a party around a central theme, how to get everyone in on the fun, the responsibilities of the guest and host, the part parents or teachers should take. There are party problems typical of each community to be solved: crashing parties; destructiveness; space for large parties; kinds of parties teen-agers enjoy and parents approve; how many parties to have; hours; etc.

The Discussion

1. What kind of parties do you like best?

2. What kind of clothes do you prefer to wear at parties?

3. Do you like masquerade parties? What kinds have you attended?

4. Is it easy to arrange games in which all the boys and girls participate? Do you like this kind best?

5. What do you think about the right food to have at a party? Why is food important at parties?

6. What do you consider are the most important parts of a successful party? These points may well be written on the board. Let the class work them out together.

7. What are some of the responsibilities of a guest? The host?

8. What are some of the reasons that some people do not have a good time at parties?

9. Is it possible to have a very miserable time at a party? Why? It is possible for a party to be a heart-breaking experience for a person?

10. Do you sometimes enjoy the planning and the cleaning up after a party as much as the party itself?

11. What is the proper way to notify a hostess that you cannot accept an invitation to a party?

12. Do you think it is your responsibility, as a guest, to help others have a good time?

Things to Do

a. Appoint seven committees from the class and let each committee take one of the subjects listed under #7, study the topic, and then report to the class.

b. Work in committees and plan a real party.

c. Dramatize skits as suggested in #9: the host or hostess greets his (her) guests, takes their wraps, introduces them to his parents, makes them feel at home, etc.

Unit 10

DATE DATA FOR BOYS

The Objective

These youngsters are bursting with questions about dating, and the purpose of this unit is to answer some of them. The answers will depend very much on community standards and activities. Groups can usually work out the answers to their own questions. Setting their own group standards gives the youngsters a feeling of security. Youth look to each other instead of to adults in such matters.

The Discussion

(Remember--the questions the youngsters want to talk about on topics such as this are always the best ones.)

1. Discuss the questions on the chart.

2. How do you like the idea of "double dates?" Does this make it easier to go on dates?

3. Have some student discuss the drawing on page 80. Is there anything the matter with Dick Moore?

4. How much do you think boys and girls your age should date?

5. Do your parents always agree with your ideas about dating?

6. "Are you supposed to call for a girl, or do you just meet her?" (See p. 82.)

7. Under the question in the chapter: "What should you talk about when you are on a date?" the book states, "Just exactly what you talk about at any other time!" Do you think this is good advice?

8. Do you think girls should share the cost of a date?

9. How can you plan so the expenses of a date will not exceed your pocketbook?

10. What are some of the interesting places to go on a date?

11. Who do you think are most interested in dates, boys or girls?

12. What rules of etiquette is it important to know when you go on a date?

Things to Do

a. Encourage the students to talk with their parents on the topic, and to find out at what age each of them started dating. (#5)

b. Put on some demonstrations of how to ask for dates and how to accept a date (#3).

c. Have two students act out a telephone conversation in which a boy asks a girl for a date. (Consider the other suggestions in #2).

DATE DATA FOR GIRLS

The Objective

To be ready for this discussion a teacher should know how her boys and girls feel about dating. Observing the group at a class party will point up the girl-boy problems to the teacher. All types of questions are apt to come up at this discussion and a teacher may be tempted to express strong approval or disapproval. Rather than attempting to impose adult standards, a teacher should seek to develop good group standards. The principal purpose is to let them work out in the group answers to their own questions.

The Discussion

(This chapter is virtually a continuation of the previous one, and no harm will be done if some of the same questions are asked and discussed again. Some students may now have their interest aroused when they were not interested before.)

1. Do you think a girl's mother should meet the boy friend at the door? Why?
2. Is this boy acting as if he enjoys going on a date?
3. Would you like a date with Evelyn? (p. 87)
4. How old should girls be before they date? What do community customs have to do with this question?
5. What do parents have to do with the age girls can begin to date?
6. How often should boys and girls of your age have dates? Does this depend on what kind of dates they are?
7. How late should you stay out? Does this depend on the night of the week?
8. Let the students discuss how they should act when asked for a date.
9. Should parents always know about your dates? Why?
10. Have the students compare the photographs on pages 89 and 90.
11. The text says, "Don't order the most expensive thing on the menu." What do the authors mean?
12. There are several questions at the end of the chapter (p. 91) which the students may want to discuss.

13. What was wrong with Shirley's actions? (# 1)

14. What are some of the things a girl can do to get dates?

Things to Do

a. Let the boys list all the qualities they most admire in girls.

b. Plan a round-table discussion on Date Data. (#3)

c. Take a poll on some dating problems. This could extend beyond your own class. (#5)

Unit 12

DO I NEED A LINE?

The Objective

The unit should, first of all, help the students to see how foolish it is to try to copy the behavior of others, no matter how popular these others are. Lead the students into an appreciation of the fact that the expression of their own individuality, in their own way, is their surest way to popularity.

The Discussion

1. Let several students describe what they think of when they hear the words, "He (or she) has quite a line."

2. Do you think Julie had a line? (p. 94)

3. What do we mean by a "stand-in" or a "double?"

4. Have a student interpret the drawing on page 94.

5. Do you often find yourself trying to imitate someone whom you admire very much?

6. Is it easy to imitate anyone who is clever? Who is cute? Who is witty? Who is funny? Why is it hard to imitate such characteristics?

7. What are some of the expressions you seem to hear everywhere these days?

8. Have you often been told, "Just act natural?" How easy is this?

9. One or more students should explain the meaning of the two photographs on pages 95 and 96.

10. How much do you believe we ought to think about the impression we're making?

11. Below the picture on page 97 is the statement: "When you talk to adults, you don't use the same expression you use with your friends." Does this mean that you are expected to be artificial with adults? What *does* this mean?

13. What mistakes did Joe Gordon make? How would you help him? (#1)

14. Do you feel that *practicing* how to make introductions, greetings, farewells, etc., cultivates an artificiality?

Things to Do

a. Work by groups or committees and prepare skits on some of the topics mentioned in #4.

b. The class should have some practice sessions as suggested in #5. (If students practice until something becomes easy, then it should be much easier to be natural.)

Unit 13

READING TO LEARN

The Objective

The purpose of this unit is to convince the students of the great importance of efficient reading in all phases of his life. The teacher may want to discuss all the various skills briefly or take up one phase of reading in detail. Many will profit by trying to increase their speed of reading. Others will profit by trying to increase their comprehension.

The Discussion

1. How many different types of knowledge are meant to be included in the drawing?

2. What are some other words that might have been printed within the wall?

3. Why is it so necessary to have "the KEY?"

4. Would you say there may be different types of "Keys?" Explain.

5. Do you use the same method of reading for all types of printed material?

6. Would you use the skimming method in preparing your mathematics lesson? Where would you use skimming?

7. How can you learn to skim? (p. 106)

8. Which of the three methods or types of reading do you use most in reading a newspaper--information, skimming, overview? (See the drawing on p. 103)

9. What are some of the steps to be followed when reading for information?

10. How do you get an overview? (p. 107)

11. How do you select the magazines you buy?

12. How can you learn to "weigh" a book to see if it is one you want?

13. How much of the material you have a chance to read do you think you can afford to take time to read?

14. What are some ways of increasing your reading speed?

15. Are the fast readers the ones who get the least out of what they read?

Things to Do

a. Conduct a reading experiment so each student will know how fast he can read and how well he comprehends. (#2 and #3)

b. The class may appoint committees to interview other teachers, or the librarian, and get their ideas on how to read different types of reading matter. (#8)

Unit 14

STUDY TIME

The Objectives

The first purpose is to lead the student in analyzing his present study habits and to point out any weaknesses in his present system. The second purpose is to discuss the ways of improving one's way of studying and to help the students to see how they can practice and improve in these skills.

The Discussion

1. What do you find to be the hardest part of getting your studying done?
2. Do you like to study after you once get started?
3. Do you believe that most students of your age need some "know-how" on studying? Why?
4. Let a student give a description of the kind of person he thinks Alvin is. He can use the photograph on page 112 in doing it.
5. Do you think Alvin has a good chance of getting his homework done? Which of the people on the chart does he need to take lessons from?
6. What are some of the things that bother you in studying at home? Do you have difficulty finding a quiet place?
7. Have you ever thought about whether it might be YOU instead of the DISTRACTIONS that keeps you from studying? Are you always sure that you WANT to study?
8. What can you do when you are not in a mood for studying?
9. Are there some places at school where you find it hard to study? Where? Why?
10. Do you keep an assignment notebook? What are the advantages?
11. What are some of the best things you know to help you get down to business in studying?
12. In which of your subjects do you have the least trouble studying?
13. What do you think of the suggestion at the top of page 115?
14. Discuss the seven suggestions for studying on pages 113-4. Can you add to the list? Which are the most important?

Unit 14 **Things to Do**

a. Encourage the students to talk with their parents about their study habits and ask them for their suggestions for improvement. (# 3)

b. Each student should prepare a chart for himself as recommended in #4.

Unit 15

HOW TO TAKE TESTS

The Objective

The teacher needs to influence the students to have a more positive attitude toward tests. Discussing with them the reasons for tests and the use of the results will help. By talking over with the class some general suggestions on how to take tests, the teacher will alleviate some of the concern of over-anxious pupils.

The Discussion

1. How do you feel when the teacher announces a test? (Be sure to conduct the discussion in such a way that several students give frank statements of how they feel about tests.)

2. How do you think the girl in the upper right corner of the chart feels about tests? What's she doing? (See the paragraph on "The Chart" for statements of editors' intentions.)

3. What mistake do you suppose the boy on the right has made? Is he at ease?

4. Is the girl at the lower left acting properly?

5. Do you think tests are ways to find out how little the student knows?

6. Do tests help the teacher to know how well she has taught?

7. How are tests a help to students? How are they a help to teachers?

8. Have some student discuss the photograph on page 121.

9. Can you explain the statement, "Cheating indicates poor understanding of the value of tests?"

10. Do you think those who have prepared well for a test are as inclined to want to cheat as those who have not prepared? Explain.

11. Do you think there is too much emphasis on good grades?

12. What type of test is the hardest for you to take? Why?

13. The class may well discuss the importance of each of the points on pages 124-5.

14. Do you think cramming really pays?

15. When do you think tests are "unfair?" What are fair tests like?

Things to Do

a. Let the students make up a test on a subject they are studying. Then decide if it is a good test.

b. Let the students write a theme on the following topic: "What to do and what not to do in taking tests."

Unit 16 LET'S TALK ABOUT TEACHERS

The Objective

First, seek to establish a friendly atmosphere in which a full and frank discussion of this topic can take place. After discussing what they like and dislike in teachers, it will give the discussion a new twist to ask the students what teachers look for in them. It will help them to see that no one has all the best qualities; that everyone is human.

The Discussion

1. What kind of teachers do you like best?

2. Prepare a list of the qualities you would like to have in teachers similar to the list on page 130. Maybe you won't want to include some of the things the Quiz Kids included.

3. Which of the topics you have listed would you rate the most important? Rate them 1, 2, 3, etc.

4. What do you think is happening in the photograph on page 129? Who is the chief "learner" in the situation?

5. Now compare the picture on page 132. What is happening?

6. What do we mean by "give-and-take between you and the teacher?"

7. How would you describe a "democratic classroom?"

8. Do you think every teacher should be expected to have all of the qualities listed in the second question above?

9. We have all heard the expression "teacher's pets." Do students have pets too?

10. Is it natural for us to like some teachers more than others?

11. Do you think you might learn more from a teacher you don't especially like than from one you do?

12. Do you believe that teachers desire to be liked just as strongly as you do?

13. How do you think one can act in order to be popular with both teachers and students?

14. In what ways are you and your teachers seeking the same goal?

Things to Do

a. The students might each write a half-page theme on "My Favorite Teacher," using no names, and probably not even signing it.

b. What can we do to better teacher-pupil relationships in this school?

Unit 17 THINKING OF FUTURE JOBS

The Objective

Lead these teen-agers to think about all the various occupations. Stimulate them to find out what their relatives and family friends do for a living. What types of work are found in their community? Visiting factories, businesses, or men and women on the job or inviting workers into the schoolroom proves fascinating to the students.

Unit 17

The Discussion

1. Have you ever thought of the kind of job you'd like to have when you leave school? (Have a show of hands.)

2. Why do you believe you should begin now to think about jobs? (Or more about jobs?)

3. Have you found that your interest in jobs changes as time goes on?

4. Do you know how many different kinds of occupations there are? (p. 139)

5. What is the man doing in the photograph on page 137? Would this kind of job appeal to you?

6. The text states that some boys and girls decide when they are eight or ten that they want to be "so and so." Do you think this is too early to decide?

7. Do you think now is too early for you to decide what work you want to do when you are ready for a job?

8. What are some of the reasons why it is good for you to think about some jobs now?

9. Do you think Jack Raymer was somewhat of a failure because he changed jobs 3 or 4 times? (p. 138-9) May these experiences have been either necessary or valuable to him? Can we all be expected to decide such a matter at the same age?

10. What does your father actually do at his work?

11. Discuss the nature of the work and the training required for the jobs listed in #2.

12. Carrying out #3 and #4 should be very helpful.

Things to Do

a. Check with the librarian and obtain a list of books booklets, and magazines dealing with jobs. Each one should read about the jobs that appeal to him most.

b. Plans certainly should be made, individually or collectively, for most of the students to visit one or more workers on the job.

Unit 18

EDUCATION AND JOBS

The Objective

Each student must be helped to see the values of general education and special training. This is a good unit in which to generalize on the need for both types of education. Then to make it more concrete, the students can evaluate their present classes. Also they might find out what type of education members of their family have had and the educational requirements. They should recognize that requirements get continually higher; that because their fathers could get a job without much education does not insure their future in the same career.

The Discussion

1. Let each student have an opportunity to name the kind of job or jobs he is considering. Then ask each one about how much education the jobs require.

2. What subjects are needed by everyone regardless of the kind of work he is going to do?

3. What is meant by general education?

4. How long does it take to get a good general education? Does this depend on what work one does?

5. What is meant by special training? Why types of workers particularly need special training?

6. When is it best to get special training?

7. Are there any kinds of work where one cannot use a broad general education? How about farming? Being a housewife? Being a janitor? A doctor?

8. Have a student discuss the three drawings on pages 148-9.

9. Do you think employers are more interested in the general education a worker has than they are in their special training?

10. How much general education do girls need if they expect to get married and become homemakers and raise children?

11. What things are you now doing inside and outside of school that are adding to your general education? In what ways will your general education continue throughout life?

12. What things are you doing in school that are a part of your special training? Outside of school?

Unit 18 **Things to Do**

a. Talk with your father or father's friends, or your mother, and ask them how much of their training they received on the job and then report your findings to the class.

b. Prepare a chart showing all the jobs that any student in the class has considered; then endeavor to list the number of years of education these jobs usually require.

Unit 19 PLANNING MY FUTURE EDUCATION

The Objective

The group will want to consider the "why's" of a high school education as listed in the chapter. The class should consider every subject offered in high school. What is the content of the course? Is it a required major or minor? What type of student would profit from it? What subjects are necessary for college entrance? For graduation from high school?

The Discussion

1. Why do you think you should make any plans for your future education now?

2. Is it time now for you to consider (not decide) whether you are going to college?

3. What are some of the troubles you may have later if you don't plan about your future education now?

4. Why is it important to keep your plans somewhat flexible?

5. Consider the reasons given for going to high school. (p. 153-4)

6. Which of the above points do you as an individual count the most important? Which is second? (Each student may well endeavor to number them all in order of importance.)

7. Have a student interpret the series of photographs on page 153.

8. What are some of the values of English courses? How many types of workers can benefit from English?

Unit 19

9. Do you like science? Why is it valuable? Why is it interesting?

10. Do most people need mathematics? Are there any who do not need some math?

11. What are some of the advantages of taking social studies?

12. How do each of the four required courses listed contribute to the four points on the chart?

13. What advice would you give to students like Charles? (#6)

Things to Do

a. Ask your father, mother, or some other adult in your community to help you make your own list of benefits from going to high school. (#1)

b. Consider having some high school students come to your class and talk with you about their high school program.

Unit 20 CHOOSING MY HIGH SCHOOL SUBJECTS

The Objective

The purpose of this chapter is to help the students understand what each elective offers and to see the wisdom of basing choices on: likes, dislikes, vocational plans, aptitudes, weaknesses, college requirements. The grammar school can present high school requirements to students and parents who then make the final decision on courses.

The Discussion

1. Do you think the required courses are as important as the electives?

2. Are the required courses apt to be as interesting as the electives? (Make certain the students don't over-simplify their answers here.)

3. What are some of the elective subjects you have often thought you would like to take? Why?

4. What electives are available in the high school you plan to attend? (If the students are planning to attend the same high school, certainly it will be in place to make a list of available courses on the board.)

5. What are the valuable things about the physical science courses? About the natural sciences?

6. What are the values of studying some foreign language?

7. Name some of the ways social studies may help you.

8. What are some of the courses that would help you to be better prepared for a job?

9. What is meant by "training courses?" How many of these are available in your school?

10. How important do you consider music and art?

11. Do you hope to go in for some athletics? What do you expect go gain from this?

12. Why will the high school plans of individual students be quite different? Is this as it should be?

Things to Do

a. Invite the high school principal or some other faculty member to discuss the topic of this chapter with the class.

b. Let each student fill out a plan sheet for his four years of high school.

c. Students should be encouraged to talk this topic over with parents and counselors.

Unit 20 WHAT MAKES A GOOD WORKER

The Objective

We will consider the qualities that make a good worker and help the students to realize that these are the qualities which are important all through life for any degree of success. To succeed on the job anywhere one needs persistence in these basic characteristics.

This is a good time to encourage the slow-learning youngster who has good habits of work and who works up to his capacity.

Unit 21

The Discussion

1. Do you think the three qualities or skills mentioned on the chart are important in all three of the jobs shown?

2. The students should be asked to enlarge the list of qualities needed for success on *any* job. Place the list on the blackboard.

3. What are the questions that employers will be almost certain to ask about your school record?

4. Have each student rate himself on the personal qualities shown in #8 in *Things to do and talk about*.

5. Let the students discuss how they can improve themselves in each of these qualities.

6. What are some of the qualities the workman on page 166 will especially need?

7. How many of the qualities or skills listed under item 2 above are necessary in the secretary, on page 167, if her employer is to get his money's worth?

8. Why is the way you do your work in school important to your success on a job?

9. What does "seeing a job through" mean?

10. Will your problems be a lot easier when you finally get a job? Will it be easier to follow the things emphasized in this chapter?

11. Does one have to be real good at bookwork to be faithful,careful and thorough?

12. Have you heard of "A" students who were not very good workmen?

Things to Do

a. Have the students collect a few employment forms and study them to find out what qualities employers require.

b. Find out how often employers write to your school for information about former students.

c. Encourage the students to talk with some worker in the area in which they personally are interested, and ask him what are the major requirements of his job. (See #7 for some things to inquire about.)

Unit 22

WORKING WITH PEOPLE

The Objective

It is exceedingly vital that youngsters begin to realize how important it is for them to learn how to get along well with others. Several very important skills and attitudes need to be developed. The purpose is to discuss these attitudes and skills and help the students to see how they can develop them. Let them see that the world is willing to reward in more ways than one the persons who have these qualities.

The Discussion

1. Do you agree that the ability to get along with people is the most important skill required in all jobs?

2. Can we say that if one were to become an engineer, or an electrician, or a doctor, or a lawyer, there is one skill in all of these extremely different types of work that is more important than any other skill?

3. What do we mean by "technical skills?"

4. What do we mean by "social skills?"

5. Name some jobs where it is not necessary to work with people in any way.

6. What are some of the things Joe Ducca must do to get along well in his work? Do you think he has a hard job? (p. 175)

7. Would you enjoy Mrs. Paulsen's job? What is one of her biggest problems? (p. 176)

8. Explain just why Maryanne Zoller must have social skills.

9. Do you think it is easy to see how Wendell Romine works people? Explain how he does. (p. 177)

10. Would you like to direct others in their work? (p. 178) Does his job require an unusual amount of skill in getting along with people?

11. How much does school call for skills at working with people?

12. How is home life a good training ground for getting along with people?

13. Are "trouble makers" apt to succeed either in school or on a job?

14. Cite examples showing that employers are willing to pay for the ability to get along with people.

Things to Do

a. Talk with your father and any other working members of your family about the problems they face in their job.

b. The class may be able to invite some employed person to speak to the class on the importance of social skills in holding a job.

Unit 23 SHOULD I GET A PART-TIME JOB?

The Objective

In relation to a part-time job the class may discuss standards of work, amount of money to ask for, relationship with employer, the time a job takes, the necessary qualifications, the advantages and handicaps of working while attending school. The student will have to face the same type of problems later.

The Discussion

1. How many students in the class now do some part-time job or jobs, including work at home? (Have a show of hands.)

2. How many spend more than two hours working? How many spend less than two hours?

3. How many do part-time work on weekends but not on school days?

4. Do those of you who have part-time jobs feel that they hinder your school work? Discuss.

5. What other things besides school work might suffer from having too much part-time work?

6. What are some of the things you gain from doing part-time work?

7. What are some of the things that boys and girls of your age learn from working that you might not learn any other way?

8. What are some of the things you should think about and weigh before you decide to take a job?

9. Are there some school activities you are in which may not be doing as much for you as a couple hours of work per day would do? Illustrate.

10. Why do you suppose the states have laws to prevent you at your age from taking a full-time job?

11. What types of jobs are best adapted for boys and girls while they are in school?

12. Let some student explain the drawing on page 184. On page 185.

13. Do you think John should take that job out on the County Line Road? (p. 186)

14. How are your parents concerned with your decision as to taking a part-time job?

15. Does the fact that some students do not do part-time work away from home mean you should not?

Things to Do

a. Let the boys and girls divide into two groups. Each group will discuss jobs in the community available to them and suitable for them. Make charts as suggested in #3.

b. Your class may wish to appoint a committee to investigate jobs available in the community to persons of your age. (Does your school already offer help along this line?)

Unit 24

BECOMING GROWN-UP

The Objective

The purpose of this unit is to show the student that he gains freedom as he becomes capable of handling responsibility. Lead the student to see that a classroom, or a home, runs smoothly as each person accepts his share of the work as well as the fun, that an adult trusts an adolescent who earns respect through a certain type of behavior. Students must be challenged to act like adults if they want to be treated as adults.

The Discussion

1. Can you remember when you learned to ride a tricycle? Did you have any trouble?

2. How many "spills" did you take when you learned to ride a bicycle? (Let some students tell their experiences.)

3. Why do you suppose most states will not give you a license for driving a car until you have reached a certain age?

4. Are you having trouble getting your parents to consent to let you do things you'd like to do? Why won't they let you?

5. Do you think Bill (p. 190) was doing a good job of winning more privileges from his parents? How can Bill solve his problems?

6. In the story of Mr. Zimmerman's class, do you think the students should be blamed for what occurred? (p. 191)

7. What responsibility do the members of the class have for keeping order when the teacher is out of the room? For proper behavior throughout the school?

8. Do you agree that when people get treated like babies they are probably acting like babies? What exceptions do you think of?

9. Which home would you really rather live in—Joanne's or Esther's? Tell the class why. (p. 193-4)

10. Do students like to have responsibilities at home? Do you think they help you to become more mature? Illustrate.

11. Do you think you should have a larger share in planning what goes on at school now than you did in the lower grades?

12. Should boys and girls of your age have a voice in making school rules? (See #4)

Things to Do

a. The students may well write the story of one of their experiences that helped them to be able to take responsibilities.

b. Have a talk with your parents on the topic. Ask them what they think you might do to help you become more grown-up.

Unit 25 TAKING MY PART IN THE FAMILY

The Objective

The purpose of this unit is to help youngsters see that the reason this is a period of considerable family conflict is because it is the transition period between the time when they definitely wanted to depend upon their parents (childhood) and the time when they want to become free from the dependence (adulthood). At the very time that they are struggling to become more adult, they have many personal and social adjustments to make. The fact that everyone in the class is having the same problems will show them that it is not their parents but their stage of growth that brings about the issues.

The Discussion

1. What is meant by the statement that family life is always a matter of "give-and-take?"

2. Do you think that Dad and Mother have to "take" as well as "give?" Illustrate your answer.

3. Do you think Pearl's parents were giving her a square deal? Was Pearl giving her parents a square deal? (p. 198)

4. Why do young people sometimes feel like they don't want their parents around when they are entertaining their group?

5. Do you have frequent arguments with your parents? How many do? (It should be wholesome to get a frank admission of this. Then they will be ready for the next question.)

6. What are the things you and your parents disagree about?

7. Do you feel that your parents don't understand you?

8. Are you quite sure you understand your parents' point-of-view?

9. Do all parents really want their children to grow up and take more responsibility?

10. Do you sometimes wonder why you do some of the things you do? How can you come to understand your own feelings about your family better? How can you go about it?

11. Have some student discuss what has probably happened in the photograph on page 199.

12. What are some problems you have with your family when you study at home?

13. What do you consider were Sarah's most serious blunders in dealing with her family? (#7)

Things to Do

a. If there seems to be any timidity at all in disucssing this question, set up a question box and let the students drop their questions (probably unsigned) into the box.

b. Have each student make a copy of the chart in #8 and check it—for his personal satisfaction.

c. The class might well invite a couple of parents to come in and discuss the "give-and-take" of family life.

Unit 26 OUR FEELINGS GROW UP

The Objective

It is the purpose of this unit to help the teen-ager realize that he grows emotionally as well as physically. The class should discuss different ways of expressing the emotions of fear, love, anger, and disappointment at different ages. The student should be helped to understand that many of the things he does are really ways of showing or of hiding important emotions.

The Discussion

1. Do you blame the little girl in the upper drawing for acting as she does?

2. Would you blame the girl in the lower scene whose dress is marred if she acted as the little girl in the upper drawing is doing? Why can't she act like the little girl?

3. Compare your way of showing emotion now with what you did when you were five years old. This should indicate to some girls and boys that their behavior is still very immature for their age.

4. Have one of the students discuss the drawing on p. 210.

5. Do you feel that most of the things people do when they are angry are helpful or harmful?

6. What can you say in favor of the emotion fear? Is it a good thing to have fear? When is it bad?

7. Let some student discuss the drawing on page 208.

8. Do you think it is harder for us to express love and affection to our families now than when we were younger? (See third paragraph on page 209.)

9. What are some of the things we can do that will help us to "grow up" emotionally?

10. Do you agree with the authors when they say, "Emotions themselves are not bad." Give reasons for your answer.

11. Why do you think you are more emotional (if you are) than you were two or three years earlier?

Things to Do

a. It may be helpful to the students if they will prepare a list of emotions, placing them in two columns--pleasant and unpleasant.

b. Keep a check on yourself for one week and see how often you lose control of yourself. Prepare a chart as the one in #6 and fill it out for six days.

Unit 27 HANDLING OUR EMOTIONS

The Objective

The objective is to help young people see that the more grown up we become, the more control we have over our emotions. To admit the way one feels is not wrong; but to upset other students in the class or the family at home by a violent display of emotion is a sign of emotional immaturity. The longing to grow up is strong and the control of emotion on that basis will appeal to teen-agers. Help them decide what to do when they are very upset. Help the student discover that good emotions are the basis for creative expression and love of fellowman.

The Discussion

1. Do you usually object to violent displays of emotion in your friends?

2. Do you suppose your friends ever feel you express your emotions in bad ways?

3. Are emotions bad or good? Illustrate.

4. Do you suppose we'd be worth much in life if we had no emotions? Would we enjoy life?

5. Can you girls understand how Donna felt? (p. 215)

6. Do you think it is unmanly to cry? Is it unladylike?

7. Some days seem to go perfectly for you, while on other days everything seems to go wrong. What does the way you handle your emotions have to do with this?

8. What are some poor ways of expressing fear? What are some good ways?

9. What are some bad ways of expressing anger? What are some constructive ways?

10. What do you think Donna could have done besides bursting into tears?

11. Should we always try to suppress or hold back our emotions? Should we suppress the emotion of joy, of love, of worship? Can we control the way we express them?

12. What are some of the things that happen to people who constantly "bottle-up" their emotions?

13. What is the meaning of the picture on page 219?

14. What do we mean by a temper-tantrum? What makes people have them? How do you feel when you see an adult have one?

15. What do you think of the four ways, suggested in #1, for handling the emotion, anger? Do they work?

Things to Do

a. It will be much worth while if the class can arrange to see the Coronet film, "Act Your Age."

b. Make a list of the things we can do to keep our emotions from throwing us.

Unit 28

WHEN YOU ARE IN TROUBLE

The Objective

First discuss the kinds of trouble that most teen-agers have and how they should act under such circumstances. Then the conversation might turn to why a person fell into difficulty in the first place. Was it competition for grades, desire for popularity or leadership, or lack of a good idea of what to do for fun? The second objective is to discuss the possible steps a person may take to get out of trouble.

The Discussion

1. Do you think Connie's problem was a real big one? Do you think Miss Boyd was reasonable? (p. 223-4)

2. What was the best thing for Connie to do?

3. Does it seem to you that there are some people who are always in a jam? Why is this?

4. Why do you think some people get into fewer jams that the average? What makes the difference?

5. What is one of the first things to do when you get into trouble?

6. Do you sometimes have an urge to go to someone to talk things over and find yourself lacking the courage to do it? How can you get up the courage to do it?

7. Would some of the students like to tell an experience when you discussed your problem with another person and what it did for you?

8. Let some student discuss the drawing on page 225.

9. Will two or three of you tell us of a time when you confessed a wrong deed, and how it helped you to get out of trouble.

10. Do you sometimes bring more trouble upon yourself by the way you try to get out of trouble?

11. Does your getting into trouble sometimes get others into trouble too? Give examples.

12. The authors say, "Think through why you were in trouble and determine not to make the same mistake again." Discuss.

13. How often do you consider the six things listed at the bottom of page 227 and top of 228 are among the causes of boys' and girls' getting into trouble?

Things to Do

a. Suggest to the students that they ask one of their parents to tell them of some experience of their youth when they got into trouble and how they got out of it.

b. It may be that there is some person in the school or in the community who is known to have overcome some real difficulty or trouble who would be willing to talk to the class on how to handle trouble.

Unit 29 HOW WE ARE ALIKE

The Objective

This unit should point up the basic needs of all people. The emphasis should not be on differences but on similarities. By this approach the unit makes a basic contribution toward overcoming prejudices and toward the building of democratic attitudes and practices.

The Discussion

1. Do you believe the opening line of the chapter: "All the people in the world have basic needs and desires that are alike?" Explain.

2. Discuss the five basic desires of all people as given on pages 232-3. Can you add to the list?

3. Do you think a boy or girl in China has the same kind of feelings and emotions that you have? Explain.

4. Do you honestly believe, and act as if, all of your fellow students in this class feel about their desires and experiences as you do about yours? Should you?

5. How can realizing that we are all very much alike in our desires and feelings help us to get along better with one another?

Unit 29 **Things to Do**

a. The students might look up in an encyclopedia the person listed in #5, and report to the class.

Unit 30 DEMOCRACY--A PRIVILEGE!

The Objective

Learning to live together democratically is the goal of this unit. The students should discuss how in day-by-day living in the classroom they can be more democratic. Are there particular undemocratic practices that exist among groups of students or between students and staff? Are there lines drawn due to wealth or popularity or sports ability? The aim of the unit is to help all the students to take a straight look at these matters.

The Discussion

1. Have some student read (slowly) Mr. Lincoln's speech to the goat. (p. 241)
2. Why did Lincoln have to drop the goat on the other side of the fence?
3. What are the results when people act like "goats" in government? At home? In your groups?
4. Have some student discuss the group of photographs on page 243.
5. Let the class prepare on the blackboard a list of the privileges of democracy. Let them see how long they can make the list.
6. Why must those who enjoy the privileges of democracy work to see that others enjoy them?
7. Do you agree that there is room in our country for people of different religions, nationalities and races? Why do you think we ought to continue to make room for them?
8. What do the authors mean when they say, "Democracy is more than a form of government. It is a whole way of life?"
9. How can a boy or girl of your age practice democracy?
10. Have the students discuss the photograph on page 244.
11. Do boys and girls get some voice in school affairs in your school? How?

12. Does democracy mean everyone acts as he pleases? Does it mean that students take over a group without teacher guidance?

13. Does democracy suggest lack of leadership?

14. What would you say is a democractic family? What about little brothers and sisters and grandma?

Things to Do

a. Suggest that the students have a talk with their parents about democracy in the home. If they do not have a family council, they can talk about having one.

b. The class might invite the coach to talk to the class about democracy in athletics.

Unit 31 TAKING PART IN THE GROUP

The Objective

To influence teen-agers, teachers will work through student leaders. The values of good leadership and good followership will be presented. The class will profit by talking over poor leadership and how it affects the group. They should discuss the group's responsibility for choosing good leaders on merit rather than by popularity.

The Discussion

1. Do you suppose the girl would rather play her role in the upper picture? Or prefer the role in the lower picture?

2. May she prefer the one role in the one situation (as a bicycler) and then prefer the role of the other in the second situation (decorating the stage)?

3. Can you name places, situations or organizations in which you usually play the part of a leader, and other places or situations where you are a follower?

4. Do you think all people are sometimes a leader and sometimes a follower? Give examples.

5. What are some of the skills required of a good follower? Was Ernie Pyle a good follower? (p. 248)

6. Why do you think Jane Addams was a good leader? (p. 248)

7. Do you often feel that leaders are selfish? How can selfishness show itself in a leader?

8. Let one of the boys discuss the upper picture on page 250, and why it is in this chapter.

9. What do you think of Curtis? How do you suppose his fellow students like him? (p. 250-1)

10. What kind of leaders do you like? Let the class make a list of the qualities they want in their leaders.

11. Why do you think industry is willing to pay higher wages for good leaders than they pay for regular workers?

12. What is meant by "good followership?" What are some of the things you can do to learn good followership?

Things to Do

a. Keep a list of the things you do through one day which show that you are a good group member. (#3)

b. On another day carry out the suggestions in #4.

c. Plan and dramatize a skit showing a meeting of Doris' decoration committee (#5). Let Doris show good leadership instead of poor leadership. (#5 and #6.)

Unit 32 DARING TO BE MYSELF

The Objective

All through these lessons we have emphasized getting along with people, cooperation with the group, followership, and similar themes. In this unit it is our aim to present the other side of this picture. Through discussion we want to lead the youngsters to see that there are times when he must resist group opinion, stand on his own ideas and convictions and dare to be himself.

The Discussion

1. When should you follow the crowd?

2. When should you follow your own thinking?

3. Do you believe that you have to follow your own thinking more than you have to follow the crowd?

4. What do you think of Hester's actions as described on page 255?

5. Have a student discuss the meaning of the drawing on page 255. Does much of this go on in your school?

6. Do you think Jane is a friend of Hester's if she helps to make it easy for Hester to "get by" without studying? (p. 257)

7. Have one of the boys tell the story of Pete, Emery, and Skipper. Do you think Pete and Emery were cowards? (P. 257-8)

8. Does it ever happen that your crowd wants you to do something of which your parents disapprove? What can you do about it?

9. Have a student interpret the drawing on page 258.

10. Do you think it takes a lot of courage to do the right thing when your friends are doing something wrong? Give examples.

11. What qualities of character would you say the young man in the chart has?

12. What does it mean to be loyal to yourself?

13. What would be your advice to Morris? To Howard? (#1)

14. Do you think the crowd would have thought less of Lucille if she had defended Meredith (#2)

Things to Do

a. Suggest to the students that they talk with their parents about pressure for following the crowd.

b. Could you dramatize situations suggested by the two drawings on pages 255 and 258?

Unit 33 YOUR COMMUNITY AND YOU

The Objective

The purpose is to help each boy and girl appreciate his home town and to feel that he is an important part of it. To help each one feel that he is a part of his community, he should be challenged to do something for his community.

The Discussion

1. The students may like to list on the blackboard all the institutions they see in the chart, and then add to the list other they think of.
2. Let the students then list the functions or services of each of these institutions.
3. How much do these services mean to YOU?
4. How would it affect your life if the services of these institutions were withdrawn?
5. What are some of the special things about your community that are not true of other communities? How are these "special features" valuable to you?
6. Do you believe that most of the people in your community know about and appreciate these special features?
7. Could your class do anything to help the citizens of your town appreciate their home community more? What?
8. Does your town have any transportation problems? Discuss what you think they are.
9. What are some of the other problems your town has?
10. Name some of the things teen-agers sometimes do which add to the problems of their community.
11. Ask the students to look at the pictures on pages 262 and 264 and then discuss: "Where do you fit into the picture?"
12. What are some of the things that you do every day and every week that affect your community?

13. How valuable do you consider the service of Miles Junior High was to its community? (p. 265-6)

14. Have a student discuss the chart on page 267.

Things to Do

a. Ask the students if they get any ideas on things they might do for their community after reading #3 in More things to do and talk about.

b. The students should be quite challenged with the idea of preparing a booklet about the growth and interesting aspects of their community. (See #2 for ideas)

A UNIT SAMPLE - OCTOBER

October 2

Introduction of Program to the Students

The teacher could begin the first unit by passing out the student workboosk ("Finding Your Orbit") and explaining its general uses. Other materials such as the guidance resource book and the occupational briefs should be shown and described.

The school counselor could be asked to participate briefly in order to explain his role in the program and to encourage students to visit him on a one-to-one basis should they require individual assistance.

Time should be provided for student questions concerning the program.

If sufficient time remains, the teacher might wish to summarize unit one and refer to the discussion questions given earlier in this guide. (Audio-visuals are available from the counselor which often relate to given topics in the resource book.)

October 10

Television presentation 9:15 - 9:30 in the school auditorium

A speaker will discuss some aspect of the teenager's role and responsibility in the process of discovering more about the world of work. A discussion period will follow the TV presentation with the school counselor acting as discussion leader (9:30-9:45).

Teachers are encouraged to continue the discussion generated by the TV meeting in their classrooms.

October 16

Students complete the "General Educational Development" section of the workbook ("Finding Your Orbit") pp. 1 and 2 and record their answers on back cover profile sheet (p. 53).

Teachers help individuals who experience difficulty in completing the unit.

A short discussion of occupational levels could follow stressing the relationship between a job's level and the amount of preparation required before one can qualify for a position.

Students wishing to read occupational briefs should be encouraged to do so. (The occupational briefs should always be available to students during class periods for individual study purposes. Your counselor will send a set to you via a student helper.)

It is suggested that students see the school librarian for more comprehensive reading in job areas once they have isolated a number of occupations which are of interest to them.

October 23

Reading unit two in the guidance resource book "Choosing My Activities" and viewing the film strip "Interests Pay Off" are recommended for this week. (See counselor for film strip.)

Discussion of both the reading and film strip presentation could follow, using the discussion questions provided in this guide and those provided by the film strip producer. The chart which accompanies the book could be used for added visual impact.*

The last Tuesday in each month has been tentatively scheduled as an additional assembly program day to be used at the school's discretion. Your principal will advise you when such programs are to be held.

*Remember, your audio-visual staff will have tape recordings of the radio program "Looking Ahead." These may be used at the teacher's discretion.

PROGRAM EMPHASES

In developing the individual grade level program objectives, it would be wise to follow a common schedule of topics. Those which follow are suggested since they are, in most cases, keyed to the resource book and more importantly essential elements of that level's program objectives. When a unit or chapter in the resource book is relevant, the unit number is shown in parenthesis. Teachers may refer to the appropriate section of their guide for recommended activities and discussion questions.

Some topics are followed by the words "special units." Special lesson plans for these topics will be provided for each teacher well in advance of the time scheduled. The "Looking at Job Fields" unit, for example, will be developed by the Child Study staff and made available to eighth grade teachers complete with lesson plan, suggested topics, and resource materials. Most of the topics listed, however, can be handled quite comprehensively by utilizing the materials and resources provided as basic components of the program.

PROGRAM EMPHASES - GRADE EIGHT

The monthly and weekly topics shown below are recommended as points of emphasis in preparing your class units. The television programs will use the ninth grade monthly topics as their central theme, while the radio programs will, in most cases, be closely related to the seventh grade weekly themes. The eighth grade teachers may utilize both the radio and television presentations when, in their judgment, participation adds meaning to a given unit. It has been suggested that your audio-visual staff tape the radio programs and make them available upon teacher request. Suggested classroom activities for each of the 32 weekly topics appear in each teacher's manual. Related resource book chapter numbers follow each topic.

October

KNOWING YOURSELF AND OTHERS

First Week	What Do We Mean by Well Adjusted? (1)
Second Week	Personality Plus (3)
Third Week	Making Friends (4)
Fourth Week	Helping Others Make Friends (5)

November

LEARNING TO LEARN

First Week	Choosing Your High School Subjects (20)
Second Week	Reading to Learn (13)
Third Week	Study Time (14)
Fourth Week	How To Take a Test (15)

December

PREPARING FOR MY FUTURE JOB

First Week	Thinking of Future Jobs (17)
Second Week	Should I Get a Part-Time Job? (23)
Third Week	What Makes a Good Worker? (21)
Fourth Week	Working with People (22)

January

PREPARING FOR VOCATIONAL SUCCESS

First Week	Planning My Future Education (19)
Second Week	Looking at Job Fields (Special Unit)
Third Week	Looking at Job Levels (Special Unit)
Fourth Week	Where to go for Help - Seeking the Advice of the Expert (Special Unit)

February

COMING OF AGE

First Week	Becoming Grown-Up (24)
Second Week	Taking Part in My Family (25)
Third Week	Our Feelings Grow-Up (26)
Fourth Week	Handling Our Emotions (27)

March

MAKING DEMOCRACY WORK

First Week	Democracy - A Privilege (30)
Second Week	Taking Part in the Group (31)
Third Week	Daring to be Yourself (32)
Fourth Week	Your Community and You (33)

April

TIME OUT FOR FUN

First Week	Party Time (9)
Second Week	Date Data for Boys (10)
Third Week	Date Data for Girls (11)
Fourth Week	Do I Need a Line (12)

May

A DEEPER LOOK AT YOU

First Week	Your Interests and Abilities
Second Week	Your Personal Qualities - Temperment, Physical Abilities, and others
Third Week	Looking at Your Profile ("Finding My Orbit")
Fourth Week	Continuing the Search (Special Unit)

Materials -- Itemized

The Student Record Booklets

Each student will maintain a personalized career record in a student record booklet which is keyed to a specific job brief series (e.g., Grades 7 and 9 will be keyed to the SRA Kits and Grade 8 will relate to the Chronicle Job Briefs).

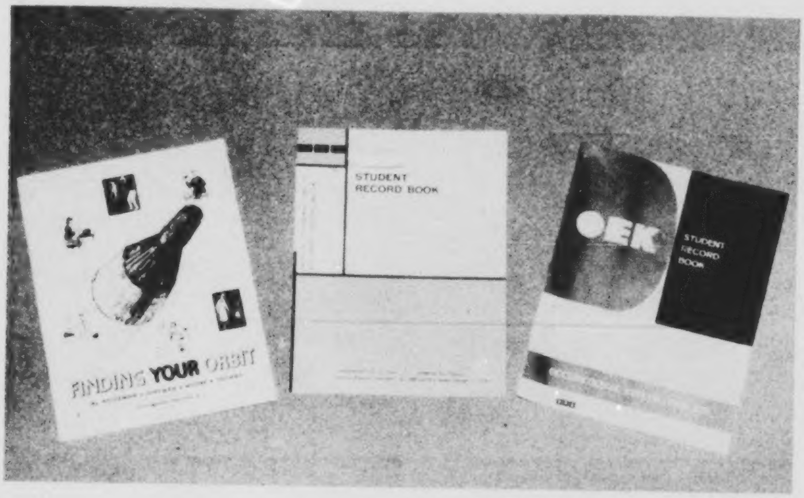

FINDING YOUR ORBIT
STUDENT RECORD BOOK
OEK
STUDENT RECORD BOOK

Figure 2 - Student record books for Grades 7, 8, and 9

Guidance Kits

The Widening Occupational Roles Kit (WORK) will be used in Grade 7. This kit contains briefs on 300 occupations, vocations, and professions.

The Occupational Exploration Kit (OEK) will be used in Grade 9. This kit contains 400 job briefs. Additionally, two extra sets of job briefs for each kit will be provided.

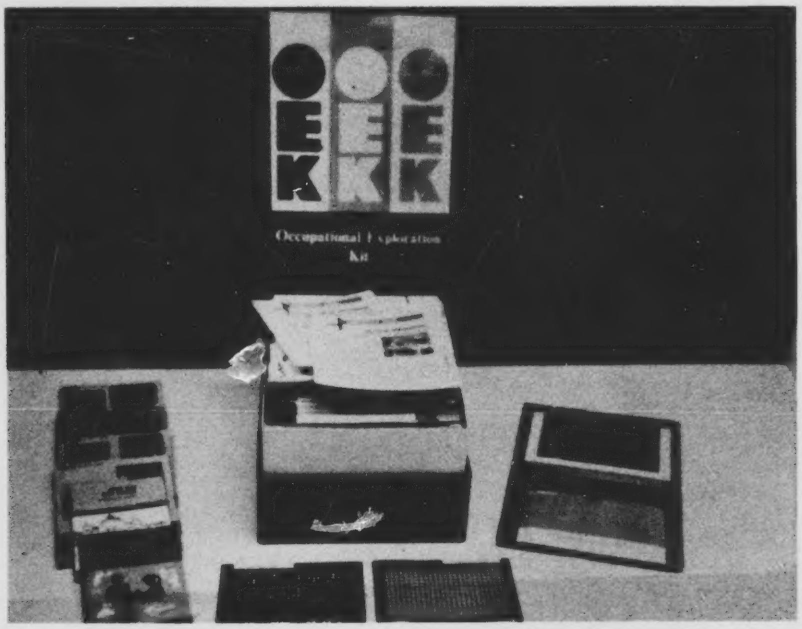

OEK
OEK
OEK
Occupational Exploration Kit

Figure 4 - The Occupational Exploration Kit

The Three Resource Books

Each school shipment contains fifty guidance resource books for each grade level. Grade 7 will use About Growing Up, Grade 8, Being Teen-Agers, and Grade 9, Planning My Future.

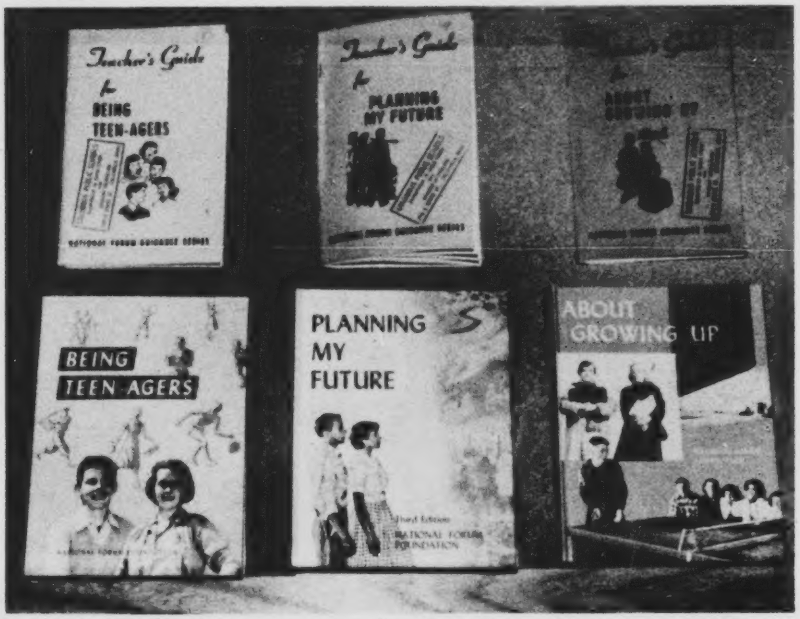

Teacher's Guide for BEING TEEN-AGERS
Teacher's Guide for PLANNING MY FUTURE
Teacher's Guide for ABOUT GROWING UP
BEING TEEN-AGERS
PLANNING MY FUTURE
Third Edition
NATIONAL FORUM FOUNDATION
ABOUT GROWING UP

Figure 5 - Resource books for Grades 7, 8, and 9.

Chronicle Job Briefs

The Chronicle Job Briefs (3 sets) will be used at Grade 8. Each set contains 300 job descriptions.

Figure 6 - Chronicle Job Briefs for Grade 8.

Guidance Series Booklets

The junior high school Guidance Series Booklets (3 sets of 21 booklets) will be used in Grade 9.

Figure 7 - Guidance Series Booklets.

Teaching Charts

Each resource book (see Figure 5) has a teaching chart which relates to various units in each book. Schools will be provided one chart for each grade level (three charts per building).

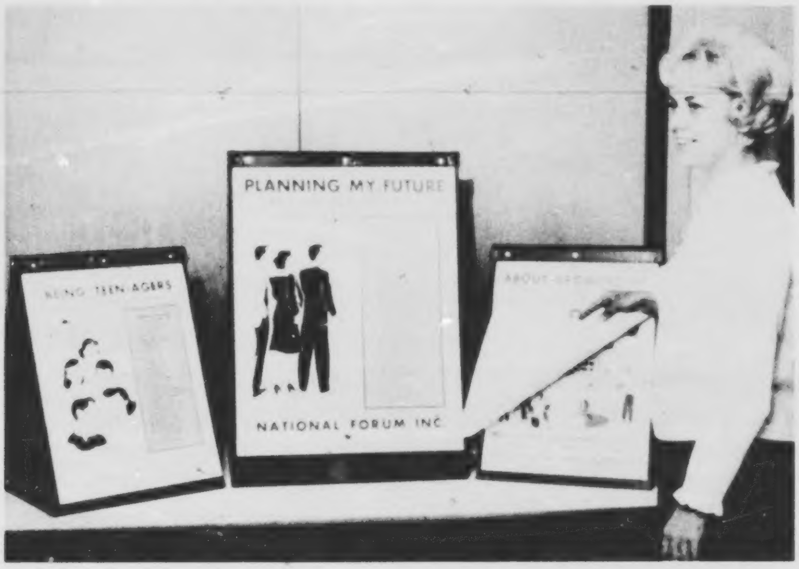

BEING TEEN-AGERS
PLANNING MY FUTURE
NATIONAL FORUM INC

Figure 8 - Teaching charts keyed to resource books.

Guidance Materials

In addition to these grade-level materials, the following guidance aids have been selected for use in the program

The Encyclopedia of Careers (two volumes to be available for student use upon request)

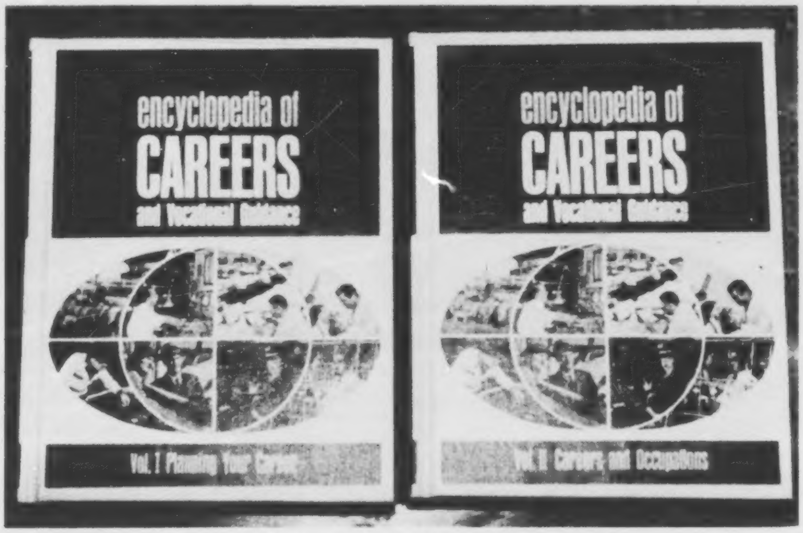

encyclopedia of CAREERS and Vocational Guidance
Vol. I Planning Your Career
encyclopedia of CAREERS and Vocational Guidance
Vol. II Careers and Occupations

Figure 9 - The Encyclopedia of Careers

The Dictionary of Occupational Titles (two volumes to be placed in the counselor's library to assist students).

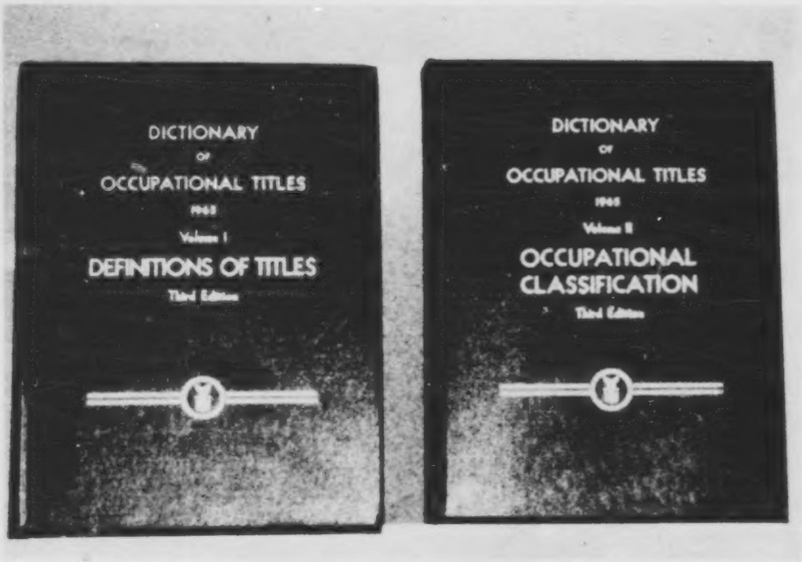

DICTIONARY
OF
OCCUPATIONAL TITLES
1965
Volume I
DEFINITIONS OF TITLES
Third Edition
DICTIONARY
OF
OCCUPATIONAL TITLES
1965
Volume II
OCCUPATIONAL CLASSIFICATION
Third Edition

Figure 10 - The Dictionary of Occupational Titles.

Guidance Film Strips (the guidance staff of each school to be supplied with 18 film strips relating to various phases of the Career Exploration Program).

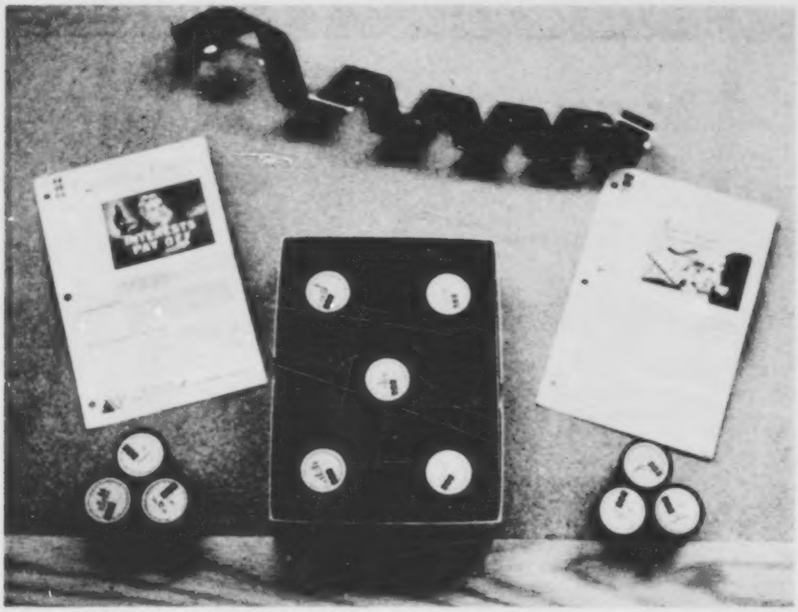

INTERESTS PAY OFF

Figure 11 - Guidance film strips.

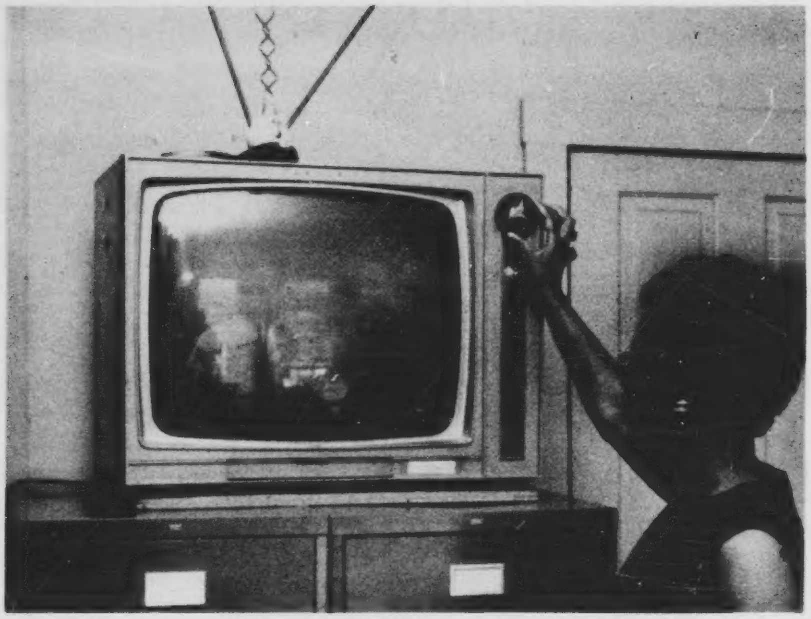


Figure 12 - Television Programs

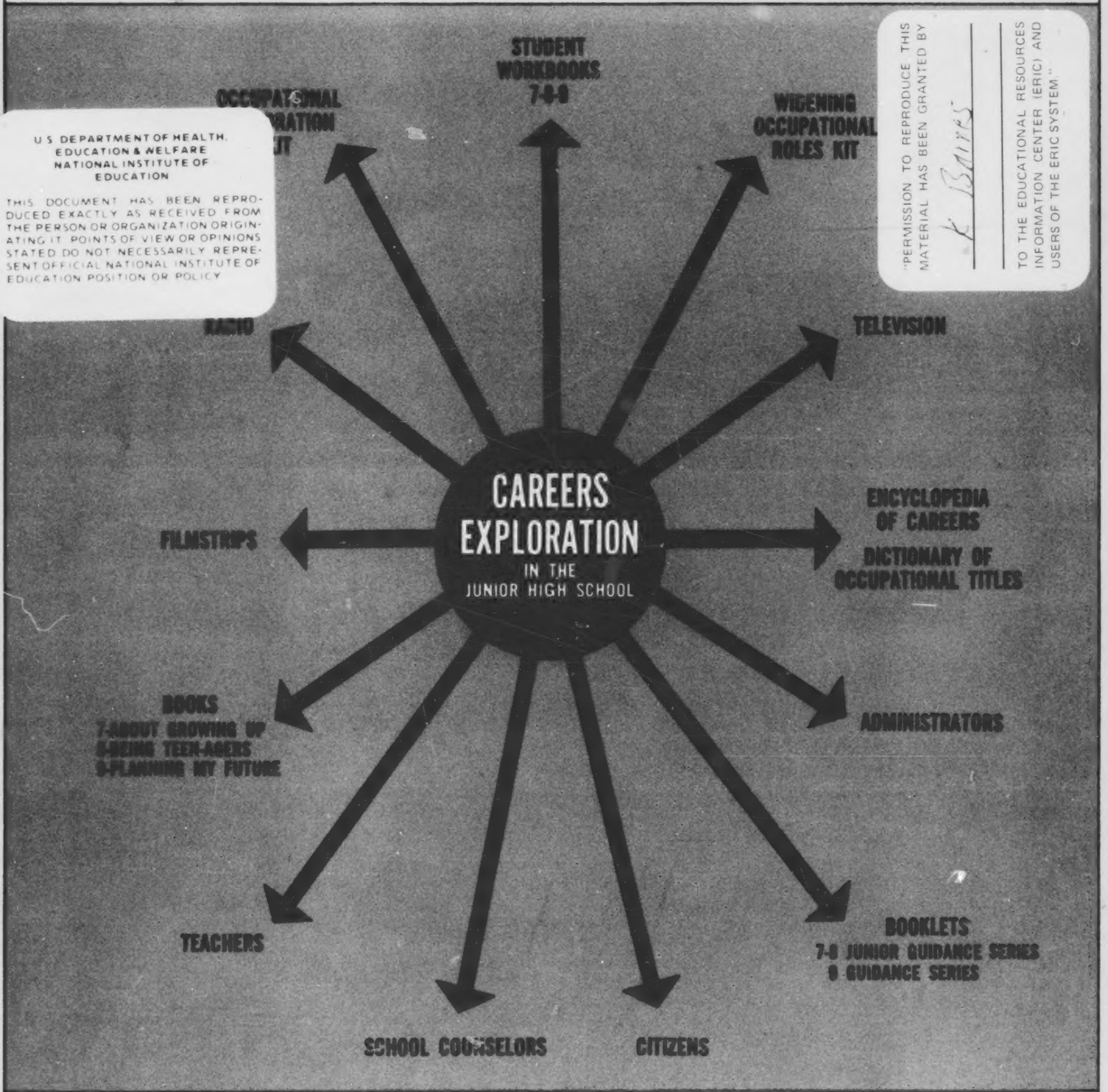
Figure 13 - Radio Programs

Teachers' Guide-Grade Nine

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
K Barrs
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."


CAREERS
EXPLORATION
IN THE
JUNIOR HIGH SCHOOL
STUDENT
WORKBOOKS
7-8-9
WIDENING
OCCUPATIONAL
ROLES KIT
TELEVISION
ENCYCLOPEDIA
OF CAREERS
DICTIONARY OF
OCCUPATIONAL TITLES
ADMINISTRATORS
BOOKLETS
7-8 JUNIOR GUIDANCE SERIES
9 GUIDANCE SERIES
CITIZENS
SCHOOL COUNSELORS
TEACHERS
BOOKS
7-ABOUT GROWING UP
8-BEING TEEN-AGERS
9-PLANNING MY FUTURE
FILMSTRIPS
RADIO
OCCUPATIONAL
RATION
IT

CG 012707

COLUMBUS
PUBLIC
SCHOOLS

DIVISION OF SPECIAL SERVICES
CHILD STUDY AND STUDENT COUNSELING DEPARTMENT
270 EAST STATE STREET • COLUMBUS, OHIO 43215

CONTENTS

Page

I. Introduction 2

II. Objectives of the Program 3

III. Resource Materials . . . .

1. The O.E.K. (Occupational Exploration Kit) 4
2. The Occu-Scan Coding Device 4
3. Guidance Series Booklets 5
4. Radio 5
5. Television 5
6. Special Assemblies 6
7. Community Resource Booklet 6

IV. The Role of the 9th Grade Teacher 7

1. Class Units 7
2. Using the O.E.K. 7
3. T. V. Presentation 8
4. Radio 9
5. The Record Book (O.E.K.) 9
6. Planning My Future -- The Guidance Resource Book 9
7. Film Strips 10

V. Suggested Uses of Materials in Developing Class Units . . . .

1. Suggested Discussion and Things to Do With the Planning My Future resource book. (Units 1 - 33) 11

2. A Unit Sample - October 49

VI. Program Emphases . . . .

1. Grade 9 50

VII. Index Guide to Materials

INTRODUCTION

As every teacher knows, guidance is not subject matter, and can hardly be taught as subject matter. In fact, guidance, if it is to be effective, cannot be "taught" at all in the traditional sense of that word. Instead, it must put the burden of thought upon the student, and not upon the teacher. The teacher can dispense with preparation of subject matter, marshaling of ideas, attempts to fill the period with projects and exercises, correcting of papers, giving of tests. "Correct" answers are not the objective, but rather, the process of careful fair thinking and the building of incentive to action.

As a junior high school teacher I am sure you recognize the importance of extending these kinds of opportunities to your students. They are at a critical cross-roads in their personal and social development, one which is quite confusing and often very difficult to navigate alone. We sincerely feel that this program of group guidance and student orientation can make a significant contribution both to you and your students.

While you have undoubtedly followed some form of personal program in your teaching leading to student understanding and personal growth, we believe the program we are initiating this year will give you the added direction of the very latest professional tools with which to work and the professional advice and cooperation of your school counseling staff.

The following pages will describe in detail the basic components of the program, recommendations for teacher involvement in the program, suggested uses of materials and resources, and a sample schedule of activities which might be considered typical of one month's programming.

We want to encourage a vigorous interchange of ideas and creative inventiveness in this, our first year of formal involvement in this program. We would encourage you to experiment with new methods and to use the materials and resources in a personally designed series of class units. Let's make this a truly creative and helping activity which will have lasting value for the youth we serve.

Harold D.

OBJECTIVES

Vocational Planning and Experience - Grade Nine

The major objectives of the 9th grade program will be to provide each student with the opportunity to:

1. Gain a perspective of the world of work by relating his own thinking to the job market. Such topics as "All Jobs Are Important," "Each Job Requires Many Abilities," and "What Do I Want From a Job" will help to develop the student's thoughts.

2. View the broad fields of work from a systematic base of reference. Highly organized job briefs and occupational literature will be utilized along with class units covering such topics as "Families of Vocations," "Surveying All Fields of Work," and others.

3. Learn more about resources available to youth in Columbus in securing job training or placement.

4. The 9th grade student will additionally be given the opportunity to discuss his personal, social, and vocational interests in small group settings with his classmates. Those students wishing more assistance in investigating their vocational interests may call upon their school guidance counselor.

With the growing trend toward specialization and auxiliary services, the student can be completely overpowered by the enormity of the kinds of jobs which are open to him. So much so, in fact, that he cannot hope to explore these fields and levels without some systematic plan of examination.

The 9th grade program has been developed for just this purpose (e.g. to give each student an opportunity to examine a wide range of vocational fields and levels within these fields, to listen to and interact with persons who are actually working in them, and to visit the places of business where these kinds of activities are performed).

Our emphasis is on involvement and student participation. The 9th grade student, while being the picture of self-confidence and poise in some school situations, has reached a critical stage in his development which calls for a more detailed and precise look at the world of work and how this world relates to him.

Our program will hopefully help the student develop and expand his thinking about his vocational future and cause him to think more critically about those things in his life that will lead toward the successful implementation of those goals.

THE BASIC COMPONENTS OF THE PROGRAM

The O.E.K. (The Occupational Exploration Kit)

The Occupational Exploration Kit (SRA) has been developed to provide a wide variety of job descriptions for student examination. Each of the job briefs contained in the kit describes a job in narrative form, giving the history of the job, what a person in this particular line of work does, different kinds or levels of jobs in that field, personal requirements, training, hours, earnings, and other important information. At the conclusion of each brief, addresses are given for students to use in obtaining additional information, and selected references are noted for more in-depth reading should the student desire a more detailed understanding of the job.

The kit contains over 400 of these briefs. Your counselor has three sets of them so it should not be difficult to acquire one for use with your classes.

In addition to the occupational briefs, each kit contains a number of guidance booklets dealing with job families. For example, there are booklets dealing with "Jobs in Psychology," "Jobs in the Performing Arts," "Jobs in Publishing," "Jobs in Building Construction Trades," and so on.

These booklets are extremely helpful to students who have limited knowledge of any occupational field. In one short session with the booklet they can gain a broad perspective of the kinds of things which are characteristic of that job family and thus determine whether they personally wish to examine any specific level in that family more intensively.

The Occu-Scan Coding Device

The Occu-Scan (The Occupational Scanner) is a unique coding device, designed especially for use with the job briefs. Use of the scanner will enable the student to base his occupational exploration on (1) his educational plans, (2) his verbal abilities, (3) his numerical skill, and (4) his special interests. Each occupational brief has been coded in these four areas. Your school counselor will demonstrate its use in more detail.

The Guidance Series Booklets

These booklets, written especially for high school students (9-12), provide outside reading on topics relevant to occupational exploration. The eight booklets are: "You and Your Abilities", "Girls and Their Futures", "College Careers and You", "School Subjects and Jobs", "Your Personality and Your Job", "Why You Go to College", "Discovering Your Real Interests", and "Choosing Your Career".

RADIO PROGRAMS

Beginning in October WCBE will broadcast the series "Looking Ahead." Persons from all walks of life will describe their jobs and give a personal on the spot description of the pluses and minuses of a wide range of occupations. We recommend that you include this series in your program and relate it to the occupational briefs contained in the W.O.R.K.

Programs will be aired beginning the week of October 2nd, three times a week (Tuesday at 11:15--11:30, Thursday at 10:00--10:15, and Friday at 3:15--3:30). It is suggested that you ask your school audio-visual staff to pre-record each program for more convenient scheduling. A list of specific program topics will be sent to you in early September.

TELEVISION PRESENTATIONS

A series of eight TV presentations will be presented once each month via WOSU-TV. These will be primarily geared for 8th and 9th grader use in assembly-type programs, but there will be a number of presentations in which the 7th grade may participate. These programs will stress the importance of staying in school, personal planning for the future, in-depth studies in occupations and professions and other related activities. Local personalities, with whom junior high students can identify, will be interviewed. Programs will be aired the second Tuesday of each month from 9:15--9:30. A program outline will be sent to each school in early September.

SPECIAL ASSEMBLY PROGRAMS

The special assembly program utilizing outside speakers, which was mentioned earlier, requires little teacher involvement. The school counselor will arrange to have a speaker or speakers visit the school on these days and the 8th and 9th grade classes will meet in assembly. On some occasions the program may involve an audio-visual presentation (film strip or movie) with an organized discussion period following the presentation.

Your school counselor will advise you as to the nature of these special assemblies and answer any questions you have relating to them.

COMMUNITY RESOURCES

A guide to community resources and speakers has been prepared by the Child Study Department staff and is available through your counselor coordinator. This booklet contains the names, addresses, and telephone numbers of area business and professional persons. These people have consented to visit schools in their area and speak with students about their work.

Should you wish to invite speakers from some specific line of work to your school to speak with a group of students, we are sure you will find this booklet extremely helpful.

A copy of this booklet can be borrowed from your school counselor.

YOUR INVOLVEMENT AS A 9th GRADE TEACHER

Class Units

While the guidance resource book contains a total of 33 units, we would not presume that each teacher would see a need to present each and every one of them in a year's time. It may develop that you will select those units which you feel have the most application both in terms of your personal methods in presenting the units and in the interest of dealing with each unit more comprehensively. In this case you may wish to present only 15 or 20 of the units during the course of the school year. This kind of flexibility is to be encouraged, for we sincerely hope that these books will not be regarded as another homework assignment or an added reading load by the students. We would rather see the books as a catalyst in helping your 9th graders verbalize those concerns and questions relating to occupation exploration and personal development which are of the most immediate concern to them. These feelings then can be understood and developed by the teacher in various ways (e.g., group discussions, personal conferences, referral to a school counselor, and other similar approaches).

Suggested discussions, questions, and activities for use with the book are outlined on pages of this handbook.

Using the Occupational Exploration Kit

The primary goals of the O.E.K. are: (1) to present to the student a variety of occupations for his consideration -- possibly more than he has ever considered before -- by providing him with a key to occupational information, and (2) to acquaint the student with important factors involved in occupational choice -- the education required for a job; the necessary verbal abilities and mathematical skills; and the major interests the job will satisfy.

To this end, the student will be asked to answer some questions about himself and to base his occupational exploration on the answers to these questions.

At no time, however, must he feel that the O.E.K. will pick his career for him. The kit is not a career-selection device, nor is it intended to force a decision that should be made over a long period of time.

The O. E. K. is an information system complete within itself, devised because no system existed that could be easily mastered by students. Without a systematized way of approaching job exploration, a student is dependent upon job titles or some numerical classification system when he is looking for information. The O.E.K. makes it possible even for the student least acquainted with the world of work to profit by the occupational library the kit provides, as well as the other components mentioned earlier.

To use the O.E.K. most effectively, the student is directed to follow these six steps:

Step 1. Browse
Step 2. Make a checklist
Step 3. Use the Occu-Scan
Step 4. Complete the checklist
Step 5. Use five Occu-Scan cards at once
Step 6. Fill in the Occu-Scan data sheet in the student record book

The teacher should refer to page 3 of the O.E.K. guide for more detailed instructions in the use of the O.E.K.

The kit is geared for individual student use, but the teacher will usually want to involve groups of students with the O.E.K. since the quantities of occupational briefs (400) will in all probability be sufficient to avoid overlapping of interest in groups of 15 to 20 students.

If you have more specific questions about the O.E.K.'s use, please consult the O.E.K. Guide or see your school counselor.

T.V. PRESENTATIONS

The monthly T.V. presentations will require little or no preparation on the teacher's part. Each telecast will feature an authority in some area of interest to junior high school students. The programs will run from 9:15 --9:30 the second Tuesday of each month with a 15 minute discussion period following each presentation.

The teacher may wish to use the telecast as a center of some class discussion during the presentation of a subsequent unit, but this is entirely optimal with each teacher.

RADIO

Your aduio-visual staff will pre-record each broadcast of the "Looking Ahead" radio program. This program features a series of interviews with individuals from the world of work in which they discuss aspects of their work in their own words.

The tapes of each presentation can be obtained from either your counselor or audio-visual staff if they are notified in advance. The programs, of course, can be heard at the regularly scheduled times via WCBE if the teacher's class presentation coincides with the time of broadcast. The program times are noted on page of this guide.

Teacher participation in the radio phase of the program is entirely optional, but we feel some participation would be beneficial since student interest can be best maintained through a variety of approaches.

At the conclusion of each program students will be given a number of discussion questions by the program narrator. These questions may be noted by the students or the teacher and used as an outline for a short class discussion exercise.

The Student Record Book (O.E.K.)

The Student Record Book which accompanies the Occupational Exploration Kit offers each student the opportunity to record his responses to a personal study of any one of the 400 occupational briefs using the four categories of education, word ability, number ability and interest as points of reference.

The uses of the Record Book are set on page one of the booklet and should be read carefully before any exercises are completed.

Planning My Future - The Guidance Resource Book

The book, Planning My Future, contains thirty-three basic group guidance units covering such topics as "You and the World of Work", "Planning for All-Around Living", "Creative Thinking and Living", "Personal-Social Relationships", "Self Appraisal", and other related concerns. The book is available for each member of your class on a regular basis. (See p.)

Film Strips

Your school counselor has a film strip library in his office. You are encouraged to meet with him to plan class showings of any one of the following presentations:

Your School Record is Important	D-14	#311
Motivation - A Key to Achievement	D-11	#373
So You Want a Summer Job	D-9	#309
Civil Service Jobs	D-66	#388
Basic Subject - Preparation for Work	D-14	#378
How to Find a Job For Yourself	D-9	#380
When You Go to Work	D-9	#351
How to Get a Job and Keep It	D-9	#345
How to Study Occupations	D-3	#365
Career Planning in a Changing World	D-3	#361
Interests Pay Off	D-3	#341
Your Life of Work	D-3	#337
Area Career Opportunities	D-3	#332
Putting Your Aptitudes to Work	D-1	#339
Planning Ahead After High School	D-4	#318
Parents Are People, Too	D-6	#306
Marriage and Careers	D-67	#399
Salaried Worker or Self-Employed	D-67	#397

SUGGESTED USES OF MATERIALS IN DEVELOPING CLASS UNITS

Unit Suggestions for Use With the
Planning My Future Resource Book

Section I

YOU AND THE WORLD OF WORK

Introduction

The brief introduction for this section - and each of the other seven sections of the text - offers background material which helps the student in his approach to the subject matter of the ensuing chapters.

The young person who is beginning serious consideration of the world of work is led first of all to contemplate the broad extent of this "world " But rather than being overwhelmed by its vastness, he is stimulated by the variety it offers. He then regards his vocational selection and training as a rich opportunity to exercise his individual abilities and skills.

An opening is offered the counselor to touch on the problem of premature job selection and preconceived opinions through reference to the changing demands of the times and to the flexibility which this change requires of present day workers. Reassurance and promise of achievement are implied in this emphasis on variety and flexibility.

The page of photographs fronting the preface to each section is designed to build atmosphere for a broad approach to the material covered in the section.

The world of work embraces such a variety of human endeavor that no selection of occupational scenes could begin to cover it. But the general areas are suggested - industry, commerce, construction, transportation - a steady, world-wide stream of people doing things -- on the highways, in the air, in the brightly lighted city, in new urban communities. Students can add a hundred imaginary scenes to this picture.

Chapter 1

ALL JOBS ARE IMPORTANT

The Objective

The primary purpose is to help students see why all jobs are important. It will be worthwhile to dwell on the significance of two or three menial types of work. (If the examples given on pages 12--15 of the chapter are not of sufficient interest to students in your community, then you may well cite others.) Let the students see how the occupations which are held in social esteem would not be possible at all without these "common" tasks.

The second major purpose is to build an appreciation for individual differences in skills and aptitudes. These individual differences make it possible for each person to find work to his liking, while at the same time respecting those whose work is entirely different from his own.

The Chapter

Two key paragraphs which bring out the above points are:

"All work - even pasting labels on boxes - is important if it helps, directly or indirectly, to fulfill a human need. The baker needs the doctor. The doctor needs the baker. The artist is as important as the engineer. The housewife is as important as the statesman. Society needs all types of workers." (p. 14)

"In our complex economic world, all useful work is important because everyone depends in some measure on everyone else. No one lives to himself. No one can fill all his needs by himself. You have other people to bake your bread, deliver your mail, police your city. Other people, in turn, expect you to contribute in some way to their welfare." (p. 13)

"People differ greatly from one another in their tastes, their ambitions, their desires This being true, it is fortunate that there are many different types of jobs available among which to choose. And because people differ, there can be no single standard by which to decide which job is 'best' and which is 'worst'; which job is interesting, which is monotonous." (p. 15)

Notes and Suggestions

1. As was stated on page 9, the best discussion questions to emphasize are those which the students want to talk about. Values should come from giving careful consideration to numbers 2, 10 and 12.

2. It may be interesting to take a written poll on the jobs in which the parents and relatives of the students are engaged. Then let the teacher dwell on the social significance of these jobs.

Chapter 2 EACH JOB REQUIRES MANY ABILITIES

The Objective

The objective will be to emphasize that most are not as simple as they may seem. When we really become acquainted with a job we realize that important skills are required. In fact, most jobs involve a large number of skills.

Some skills are common to nearly all jobs - such as ability to take instruction (written or verbal), ability to work steadily, ability to get along with one's fellow workmen.

The Chapter

This emphasis on the special skills required on practically every job is pointed up in the chapter:

"Probably we have all been guilty, at one time or another in our lives, of taking no interest in some job we had to perform. Perhaps we slighted the 'uninteresting' tasks, cut corners, did them in a sloppy, careless manner -- thinking, 'what difference will it make?' We were failing to realize that the skills we could have been developing might have been the very skills which would lead to success in an important job later." (p. 24)

"Any job requires intelligence. But intelligence itself is a combination of a great many things -- ability to know what people want, ability to please, ability to be reliable, to be thorough, to use good judgment, to think clearly, to be alert, to be cooperative." (p. 24)

Notes and Suggestions

1. If time allows, two students who are interested in farming and two who are interested in other occupations might conduct a panel or a debate on the question: Resolved that farming requires more skills than the average of other jobs.

2. Students should be warned against over-simplifying any type of work. Again, as in chapter 1, the cultivation of respect for jobs besides those in which we ourselves are interested is an important outcome.

Chapter 3 CHARACTER AND PERSONALITY ARE IMPORTANT

The Objective

The procedure for this lesson should be fitted to the class situation. The tone of the teacher's approach should be understanding but straightforward. The service to the students will be greater if the teacher comes to grips with real issues. Dodging the problems involved will only leave some students ill-prepared for the exacting demands of a rigorous society. The aim will be, therefore, seriously and honestly to face up to the great importance of character and personality. It should be clearly emphasized that this subject covers all of one's behavior and is not confined to some restricted area of personal morals.

The Chapter

The text lists particular weaknesses: carelessness, non-cooperation, laziness, unexplained absence, dishonesty, distraction, lack of initiative, lack of ambition, tardiness, lack of loyalty, lack of courtesy, improper grooming, self-satisfaction, irresponsibility, non-adaptability, absence due to illness. Then the text comments, "The list sounds something like school, doesn't it? . . .

"Other job studies show that from sixty to ninety percent of the people who fail on their jobs are failures because they do not know how to get along with people." (p. 29)

"More than ever, business leaders are placing character at the top of the list of qualities essential to success. These employers are much more concerned with the kind of person you are than with the kind of 'brain' you are - if the two can be separated." (pp. 34--35)

Notes and Suggestions

1. To help in avoiding what might sound to students like "preaching" the students might be invited to bring quotations from successful people (including athletes, movie stars, and such) which underscore the importance of certain aspects of character.

Chapter 4 WHAT DO I WANT FROM A JOB?

The Objective

Since surveying various fields of work is the subject of the next section, the purpose here will not be to consider types of work. Our objective is only to stimulate serious and forthright thinking as to what the students, as individuals, really think they want from a job. To think straight about the various values, the class should spend enough time discussing them so that each student will be able to judge which ones to seek when he chooses a job.

The Chapter

"While you are still in the preliminary state of thinking about different fields of work it is doubly important that you consider occupations in the light of your needs and desires. What do you think you will want from your job? Security? Prestige? Pleasant working conditions? Opportunity for advancement? A chance to serve others" (p. 40)

"The thoughtful young person considers the fact that what he or she means by 'opportunity' or 'living well' now is quite different from what he or she may mean by these things in five or ten years. Besides, you must match these concepts with a job that you are qualified to hold." (pp. 44--45)

Notes and Suggestions

1. Of all chapters, here is the one where frank discussion on the part of the group, with each other, should do the most to bring out the thinking of each individual and to aid crystalization of thought on the question of values and goals.

2. The Cornell study presented on page 41, as well as later in the book, had not been published when our own text went to press. The librarian can ascertain whether or not it is now available. If it is, it will be a basis for enriching the chapter further.

Section II

FIELDS OF WORK

Introduction

Having considered the world of work -- the importance of every job, the large number of skills which jobs require, the basic character qualities required for success in every kind of work, and what the individual student wants from a job -- we are now prepared to take a closer look at this world of possible employment and of opportunity for self-advancement and service.

We are now ready to consider some of the major fields or areas of work. Here we leave the over-all view and examine various divisions and types of work.

When one begins to consider fields of work he is surprised by the variety of occupations in the same category -- a policeman and a foreman in the persuasive field with sales people and a trial lawyer doesn't seem logical at first glance. Thought is stimulated and discussion starts. The druggist is in the scientific field; he is also in the persuasive. The farmer is a mechanic. The fact becomes clear that most jobs have many facets.

Chapter 5 SURVEYING ALL FIELDS OF WORK

The Objective

The purpose is to help each student obtain an accurate impression of what would be involved in working in one of the great divisions of industry. What is involved in the various "families" of skills?

Career planning is more than finding "a" vocation for oneself. It is finding the best vocation for oneself -- the type of work best suited to one's abilities and interests. This objective may not be reached if one fails to weigh the various possibilities. The purpose now is not to make a detailed study of any one field. The present step is, rather, to survey all fields.

The Chapter

The text suggests that the student, "Try dividing your search for information into three categories: Information you can get from personal sources -- from people you know, and persons in business in your community; information which you can get from teachers or guidance counselors; and information you can get from books, radio, and movies." (p. 53) Two of the important questions to ask are: "How many workers are needed in the field you are considering? And what are the employment needs likely to be in the forseeable future?" (p. 56)

Notes and Suggestions

1. Considerable time may well be spent discussing the implications of the three pie diagrams on page 56.

2. Some of the students may not be ready to begin use of the monographs listed on page 61. At this point, however, you may wish to check on their availability in the library.

Chapter 6 A REALISTIC LOOK AT JOB OPPORTUNITIES

The Objective

The teacher will, first of all, help the students to appreciate that one type of work *is not* more important than other types. (See chapters 1 and 2 again.) One field is as important as another. One is an honorable as any other.

Secondly, the objective will be a plea for realism in facing facts about the number of workers needed in a field as related to the number of people now aspiring to work in that field. There can be nothing but disappointment for a large number when choices are made in ignorance of the actual need for workers in various fields.

Third, we will attempt to appraise the probable effects of automation upon the stability of jobs in the decades ahead, although, of course, there can be only a projection of present conditions and trends.

The Chapter

It is very important that every student obtain an understanding of the types of jobs in which opportunities may expand and those which may not.

"The major key to abundance is technology. The spectacular strides in its development must be evaluated, for the changes it precipitates in our economic system bring with them constant changes in the world of work You will need to know not only what variety of job areas now exist, but also which of these is expanding and which is contracting. You will need to know which fields now offer more opportunities than others. You will need to know about the probable effects of automation on job trends." (pp 69--70)

"Most of the experiences of the industrialists and business leaders who have had something to do with the development of automation to date suggests that total employment will not be reduced." (p. 70)

Notes and Suggestions

1. It will be helpful to evaluate carefully the results that are very apt to follow current developments in automation, as listed on page 71. Let the students share in listing other likely effects.

2. Then discuss each of the things young people need to do about it, as listed on page 72.

3. If the school has the book Youth Tell Their Story by Howard M. Bell (American Council on Education), there will be value in having one or more students study pages 131 to 134, and report to the class on how the youth of a few years ago felt about the jobs most sought after at that time. Compare this report with the table on page 76.

4. If the counselor responsible for the students in this class is not yourself, you might invite him to discuss this topic with your students.

Chapter 7 "FAMILIES" OF VOCATIONS

The Objective

This chapter provides a major concept which ought to make a basic contribution toward relieving the bewilderment about "too many jobs" from which to choose. Labeling types of jobs by names of industries does not work. There are virtually all types of workers in any one big industry. Every skill imaginable is required within some industries, and sometimes even within one plant. These facts have led to the development of a new basis for grouping and classifying jobs -- namely, by the principal skills (or interests) involved -- so that one type may run through many different industries. For example, secretarial skills are used in every business. Therefore, it is much more explicit and meaningful to talk about being fitted for secretarial work than to talk about being fitted for the oil industry, or manufacturing, etc. The one purpose is to get across this concept and to adequately illustrate it. The illustration on page 82 may be helpful.

The Chapter

"If you studied the interests of people engaged in thousands of different jobs, you would find that the salesman's interests are similar to those of the politician, the policeman, the store clerk, and the lawyer. All these workers like to meet people, explain things, persuade people. So these vocations (together with others) can be grouped into a 'family' based upon persuasive interests." (pp. 83--84)

"In the same way, there is a group of jobs which constitutes the clerical family. This family includes such jobs as typist, file clerk, accountant, bank teller, notary public, bookkeeper, statistician, postal clerk, and others. Successful workers at all these jobs have similar interests -- in arranging details, correcting mistakes, in neatness, orderliness, keeping records, looking up information." (p. 84)

Notes and Suggestions

1. The illustration in the preface to this section on page 48, portray this "family" grouping of skills.
2. You are probably approaching the time when each student should take a personal interest test or when he should be helped to evaluate the results of tests already taken. These results will give the student some idea about the "family" of skills into which his interests fall.

Chapter 8 WORKING WITH THINGS, PEOPLE, IDEAS

The Objective

The approach in this chapter is a little "warmer" than the previous one, and so the objective may include more emphasis on personal evaluation and classification. In the words of the chapter, "As a second step in our thinking, let us classify jobs in another way -- those jobs which deal primarily with things, those jobs which deal primarily with people, those jobs which deal primarily with ideas." The principal aim is to fully clarify the concepts and what they mean as a basis for personal choice. The emphasis upon personal decision comes later, though we believe such topics as this are much more appealing when considered in the light of personal preference.

The Chapter

It is not easy to establish any system of classification that will work with all jobs.

"Quite a few jobs require a combination of interests. Most jobs involve some contact with people, some working with things, and some dealing with ideas." (p. 92)

"It is clear that we cannot strictly define the limits of an occupation. The baker who decorates wedding cakes is perhaps using ideas as much as he is using things. The architect who designs the same sort of house over and over again is probably using drafting tools more than he is using ideas. The floorman in the foundry is working with ideas when he finds a new way to lift or a better way to handle a shovel." (p. 93)

"While there is a great deal of overlapping between categories, it is still true that most occupations involve primarily one or another of the three. And it should help you in your thinking about yourself if you try to decide in which of the categories your own interests seem to center." (p. 93)

Notes and Suggestions

1. As much time as possible should be spent discussing the particular jobs the students are concerned with -- attempting to decide whether the work is primarily dealing with people or ideas or things. This information is not so valuable for its own sake, but it allows the student to weigh his own interests.

2. The poll taken with chapter 1, concerning jobs of parents and relatives, may well be reviewed here -- and an attempt made to classify them by the three types here presented.

Section III

SELF-APPRAISAL

Introduction

The preceding sections have presented facts about the work-world and information about the major "families of jobs" from the individual student's viewpoint.

Why will the student benefit from being interested in the world of work? What does the student need to know about types and "families" of jobs? The purpose has been to acquaint the student with the considerations which must underlie his vocational planning.

In Section III we turn the student's attention to another phase of his vocational planning and lead him further into the area of self-appraisal.

The last chapter presented the general classifications: things, people, ideas; it invited the student to consider his interests and abilities, as he knows them, in relation to these categories. But a better understanding of himself is requisite to useful appraisal. Background, experience, tastes, and his particular traits of character have to be examined by the student and his counselors. These factors are at the heart of the guidance process.

If each student is not helped in the essential process of becoming somewhat analytical about his own talent and able to appraise his own aptitudes, he will not be equipped to continue the process of career planning.

It is in the context of this section that the school's testing program begins to yield its more vital results. The students should become acquainted with the findings of tests already taken. Some may need to take additional tests, or repeat tests.

Chapter 9 TYPES OF ABILITIES

The Objective

The chief objective is to consider the types of abilities that are required in various jobs. As some of the foregoing chapters suggest, this pattern of requirements is not a simple one. Several important skills are required in any job, and the amount and combination needed in the various jobs is in varied proportions and ratios. As the chart says, "Each job takes a different combination." This means that matching workers with jobs in the most satisfactory way calls for some very careful work. Industry hires specialist to do this. At this point it may be wise to give certain aptitude tests if these have not been given. If they have been given, a review of the results may be significant.

The Chapter

The chapter furnishes opportunity for building still more strongly the attitudes that were emphasized in chapters one and two:

"There is not one general ability, but many kinds of abilities. The man who works with his brain does not necessarily have more ability than the man who works with his hands -- he has a different kind of ability. The student who earns good grades is not smarter in every way than the student who earns poor grades -- he is smarter at school work. The skilled mechanic may be as intelligent as the skilled lawyer; he is intelligent in a different way." (p. 100)

"Every field of work is attractive to the person whose interests and abilities lie in that field." (p. 101)

Notes and Suggestions

1. You may wish to invite a personnel worker from a nearby industry to discuss with your students the skills which industry most needs today. Time should be provided for the students to ask questions about the things which concern them most.

2. If the discussion should lead into the question of the degree to which qualities are inherited two emphases may be in order: 1) encourage an attitude of acceptance regarding one's inheritance, and 2) point out the vast difference in the way various individuals make use of their potentialities.

Chapter 10 ABILITY PLUS INTEREST

The Objective

The purpose is to interest the students in "interest" -- to help them appreciate that one's accomplishments are very apt to be commensurate with the degree of his interest. Applying this in the area of career planning, we might say, "Ability is good, but ability is not enough." To the ability to do a particular job must be added interest in doing it. Although one might seem equally able to do two or three different jobs, this does not mean that it is a toss-up as to which he should choose. His interest may be a more important factor.

The Chapter

The chapter supports this point with interesting stories, and says, "In making a vocational choice, a boy or girl should ask himself two questions: 'What kinds of work can I do?' and 'What kinds of work do I want to do?' He will be wise to pick the field in which both his interests and abilities are centered -- the field in which his interests and abilities strengthen each other." (p. 111)

"Usually interests and abilities go hand in hand. Most individuals in choosing their field of interest are at the same time, choosing their field of ability. Most people like to do the things they are good at doing -- and most people are good at the things they like to do." (p. 112)

Notes and Suggestions

1. A poll of the class might be taken to see if the distribution of vocational interest or preference is similar to the findings of the Cornell study. As mentioned earlier, if it is possible to have at hand the published form of this study, the students will find considerable supplementary material that will be of interest to them.

2. It may be worthwhile to have each student make his own copy of the Self-Rating Scale on page 112 and begin to rate himself in each of the 13 areas.

3. Greenleaf in Occupations and Careers, p. 20, gives a clear-cut definition of three terms involved in the chapter:

   "An interest is merely a liking for something."
   "An aptitude is your natural ability to do something."
   "A skill is an accomplishment. It is the ability to do a job well."

4. Depending somewhat upon the nature of the school community, it may be well to call special attention to the first two paragraphs on page 115. Discussion may be required to impress upon the students the values to be obtained from operating a business for yourself.

Chapter 11 APPRAISING MYSELF

The Objective

It is the purpose of this chapter to help the student to bring all these factors together and apply them in his own planning, and to appraise his own vocational choice. The objective is not to urge or even encourage the student to make up his mind, but rather, to insure that he understands the important factors which constitute a sound personal appraisal.

The Chapter

"You will want to search for *your own* abilities, interests, and personal characteristics, not for *those of* another person whom you may admire or about whom you have been reading. Everyone possesses *many* abilities and *many* interests, and these may be directed into *many* profitable channels. Thus it is not a question of hunting for the proverbial needle in the haystack or for the *one* ability which you possess. It is a question of evaluating your *several* capabilities and assets." (p. 119)

"As you and your counselor talk things over, you both will begin to see a pattern of assets, abilities, interests, and personal characteristics. In the light of these facts, you will be able to think more logically about your future." (p. 123)

Notes and Suggestions

1. A review of the progress being made in the various steps in career planning would seem to be in place at the beginning of the class period (as outlined above).

2. Each student might be asked to write out three things:
   a. His interests, in the order of their importance to him.
   b. His abilities, from greatest to least.
   c. His personal qualities, listing the ones most important to his character.

   Then let him add a list of those interests, abilities, and qualities which he would like to develop.

3. The record of grades shown on pages 121-122 may lead the students to want to look at their own record. This may be one of the most important things to do in connection with this lesson.

Chapter 12 ABILITY PLUS SOCIAL ADAPTABILITY

The Objective

To discuss the necessity of the social skills along with the technical skills. "Getting along with people is not a special ability required in some fields and not in others. *It is an ability which will be required of you no matter what line of work you go into.*"

The Chapter

The chapter cites again the figures of chapter 3. "*Ninety percent* failed because of deficiencies in character and personality. Among the chief reasons for dismissal were non-cooperation, lack of loyalty, lack of courtesy, self-satisfaction, non-adaptability. It is this last item -- adaptability, or getting along with people, which particularly concerns us here." (p. 131) Yet the text imparts assurance to the reader as follows: "Do you think this is asking too much? Does it sound overwhelming? It shouldn't. You have already come a long way in finding what your abilities and interests are. And you already know much of what there is to know about social adaptability. Keep on working on 'what it takes' to get along with people!" (p. 133)

Notes and Suggestions

1. The students may benefit by reviewing chapters 18, 19 and 20 of *Discovering Myself* -- the earlier book of the National Forum Guidance Series.

2. If time permits, the students might expand a little further the profile of the persons listed on pages 131-132, letting the class discuss ways by which each of these persons might improve their effectiveness.

Section IV

CHOOSING A FIELD

Introduction

In Step One we have made a study of the world of work as it relates to the individual (chapters 1 to 4) and have made a careful study of the job world, with emphasis upon the major fields or "families" of skills (chapters 5 to 8).

In Step Two we have helped the students to appraise themselves and gain some understanding of their abilities, interests and skills (chapters 9 to 12).

In Step Three we are ready to help the student bring these two bodies of knowledge together. It is time for him to make some effort to match his capacities with a field of work.

We are not yet ready to talk about the selection of a particular job. Nor will we do so in this course. It is not to be expected that more than a few of the students should or will determine the exact kind of job they will do. Any guidance program that endeavors to direct the average student into a specific job is running a risk of doing more harm than good.

Obviously the individual student who is able to settle upon the general type of work he is apt to do achieves a considerable gain in being able to select high school subjects that will benefit him in attaining his life objectives. On the other hand, it is better for a student to hold himself to a broad, general course than to specialize in the wrong field.

The dynamic nature of our economy, with the extensive changes that are now taking place as a result of progress in technology and automation, certainly suggests the wisdom of maintaining considerable flexibility in the school program. Along with the dynamic nature of the work-world must be placed the developing qualities of the individual young person. Many students now seniors in high school are destined to go through still further shifts in their own interests and capacities. So that any encouragement toward decision may well be limited to statements of preference for some broad field.

Chapter 13 CHOOSING AN OCCUPATIONAL FIELD

The Objective

It is not to get students to decide on a future career. It is to help them establish sound guideposts by which to decide. And note that the chapter title reads "Choosing an Occupational Field," not a job. Even the most extensive courses in vocational guidance, or careers, should scarcely attempt to get students to choose a specific job. If they can begin to judge as to the general type of job they may want, i.e. choose the "family" of skills or interests for which they seem best fitted, this is about as far as the students should hope to go.

The Chapter

The text invites the student to "play" counselor, and assist five young persons in thinking about the question. Finally, he is invited to counsel himself. "The last counselee is yourself. What have you done in school? In what activities have you participated? In what subjects do you get your best grades? What are your interests? What fields of work seem to appeal to you most? Do you prefer working with people, with things, or with ideas?" (p. 143)

Notes and Suggestions

1. The Self-Rating chart on page 144 varies sufficiently from the one on page 112 that it might be good procedure to make duplicate copies for the students and ask them to fill them out.

2. Incidentally, it might be beneficial to compare these two for evidence of change in thinking or progress toward decision.

Chapter 14 TESTING MY IDEAS OF A JOB

The Objective

The student should be encouraged to take a realistic view of the world of work and of particular jobs which he may be considering. "Life in the world of work has its dull moments -- dull days, weeks, even years... Will you be willing to do the unpleasant tasks connected with a job?" (Reviewing parts of chapters 1 and 2 may help at this point.) It will be helpful to suggest ways by which the student can test his ideas about jobs -- such as visiting workers at their work, talking with workmen, and (when possible) obtaining work experience.

The Chapter

The chapter enlarges the theme by saying, "Do you picture yourself the center of interest, wearing your special badge of office -- the white surgeon's coat, the cowhand's spurs, the policeman's uniform? Are you issuing orders, solving problems, spending the budget, building the empire?" (p. 152)

Thinking that far away pastures are greener is daydreaming. Thinking that some jobs are "a snap" is daydreaming. No jobs are all fun. Few "top" jobs are quickly reached. The best cure for all these unrealistic notions is to get some work experience.

Notes and Suggestions

1. There may be value in reviewing parts of chapter 6, "A Realistic Look At Job Opportunities."

2. The students might like to interview several persons of the community who graduated from the local high school and have been working for a few years to find out how their views of their own jobs have changed since they have been working at them.

Chapter 15 HOMEMAKING AS A CAREER FOR GIRLS

The Objective

To develop an appreciation of the role of homemakers and the part they play in the community. The girls should be invited to discuss the way they feel about their own careers as frankly as Susan Brandt, Natalie Brown or Marjorie Kent have in the text. The importance and the reward will both be discussed. " . . . homemaking is the most important vocation of all. It can also be the most rewarding."

The Chapter

The importance of homemaking in every person's life and in community life is emphasized throughout this chapter and the next.

"The home is the basic unit of society. Homemakers constitute the backbone of the community . . ." (p. 160)

"Can you think of any job more important than one which concerns itself with the happiness and personal growth of each member of a family, with promoting the welfare of the community, and with promoting the welfare of the community, and with producing a future generation of which the nation can be proud? Can you think of any vocation more important than homemaking?" (p. 160)

The differing points of view held by the girls quoted help the girls to feel free to present their own views. The great advantages of homemaking as a career are pointed out -- "it offers more creative satisfactions than most other vocations . . . is a career to which a woman can bring the widest possible range of abilities and interests." The words of Mrs. Wells support and illustrate this.

"Homemaking covers so many things that almost any kind of training will add something. I think there isn't anything I learned before I was married that hasn't come in handy in some way later. If I had known twice as much, I would have done better." (p. 164)

Space is given to a discussion of the training needed to make a good homemaker.

Notes and Suggestions

1. A wholesome discussion may be conducted around the table which appears on page 161 in the text. What is back of the variation between the answers of the boys and the girls on the first term item which asks whether "homemaking and family raising is the best life for women?"

2. A poll of the class on the same questions from the Opinion Poll #18 might be conducted and used as a basis for the above discussion.

Chapter 16 HOMEMAKING IN THE CAREER OF BOYS

The Objective

To impress upon the students that homemaking is always a cooperative venture. "There are at least four ways in which a man is a homemaker -- as husband, as breadwinner, as parent and as caretaker of his own property." The purpose is to discuss the importance of all these with the students and to help them prepare for effective participation.

The Chapter

A considerable portion of the chapter deals with the preparation which young men need if they are to become good homemakers.

"How shall a boy prepare for the career of homemaking? His first step should be sound vocational planning. If he is to be provider of the family, he should make a critical appraisal of the capabilities he will have to offer the world of work and take a realistic look at job possibilities. It will be his responsibility to find the vocation for which he is best suited and in which his opportunities for success are greatest." (p. 171)

"Another vitally important step is to obtain some experience in homemaking. If a boy expects to have a family of his own in the future, he should practice being a responsible home member now." (p. 171)

"Good homes and fine families don't just happen! They are the result of careful planning and cooperative sharing of responsibilities involved." (p. 172)

Notes and Suggestions

1. A good discussion may be developed around the social mores implied in the first lines on page 169; "The man is usually responsible primarily for earning the money necessary to maintain the home; the woman is usually responsible primarily for the preparation of food and for the care of the children. They are equally responsible for creating a happy and satisfying home life, for the care of the property, and for the training and education of their children."

   If the class has a cosmopolitan background, it should be both interesting and wholesome for the students to point out ways in which the thinking and attitudes of their parents diverge from the above assumptions.

Supplement to Chapters 15 & 16

CARING FOR RESIDENTIAL PROPERTY

The Objective

Possibly the topic can be approached from the standpoint of the problems and responsibilities of their parents. The intent will be to bring the students to some grasp of the importance of property care and of what such care can mean to the happiness of a growing family. The social and economic significance of property care will naturally be emphasized.

The Chapter

The chapter opens in a way which places the subject in proper context.

"Your biggest single problem as a homemaker is providing food and shelter for your family. Whether you own a home or rent an apartment, you will want to be certain that your home provides you with the comforts and satisfactions you and your family require." (p. 175)

"Whether you buy a house or live in an apartment, the quality of housing -- the comfort and convenience that living space provides for your money will depend to a large extent upon how well you take care of the place after you move in." (p. 175)

"Living in a house is, in many ways, similar to owning and operating an automobile. A house, like a machine, is designed and built to perform certain functions. It has many thousands of parts, each of which requires certain care just as do parts of your automobile." (p. 175)

Notes and Suggestions

1. Probably one of the most effective things you can do to make the topic alive and practical would be to arrange for a short field trip, instructing the students to observe the way property in the school neighborhood is being kept. Students may do this enroute to and from school and report on their observations.

2. A discussion of the amount of city taxes on property and the services thereby obtained may be in place.

Section V

PREPARING FOR A FIELD

Introduction

Having given thought to a careful survey of the jobs he might seek (sections 1 and 2), and having appraised his own qualifications for some of these jobs (section 3), and having weighed the possibilities before him for matching these qualifications to a job (section 4), the student is ready to think about the preparation he must make to work effectively at the jobs he is considering.

We should avoid implying that the students have not begun their preparation. As the preface to the section on page 185 states: "Through your entire school career you have been preparing for your future field of work. In fact, everything you have ever done has been, in some sense, vocational preparation. Recently, as you have been obtaining information about the world of work and about your chosen field, you have become increasingly aware of your need for more specific preparation."

It is difficult to place too great an emphasis on the importance of preparing for adaptability. "You will not want training so specialized that it does not leave room for your career plans to change as new job opportunities arise, as you develop new interests and skills, or as technological changes affect your area of work." (p. 185)

Note on page 184 the illustrations of the various approaches to obtaining preparation for work. The students may like to discuss the relative importance of these approaches.

The illustration on the opposite page gives some impressions of the different environments associated with types of training: the classic facade of the older colleges, the vast technical plants that are characteristic of modern university planning, the trade schools, field and on-the-job training.

Chapter 17 PREPARING FOR A FIELD OF WORK

The Objective

The purpose is to present the material in such a way that all students will find themselves interested in it regardless of their own vocational indecision. Suggest to the students that they need to know the important "ways and means" of preparing for a field, even though some of the ways may be used by them at a much later time.

The Chapter

The chapter first outlines what students who have decided on their field of work can do: "You will obtain further information about your field. You will want to know the salary range for beginners and the opportunities for promotion. You will want to know something about all the jobs in your field and their relation to one another . . . You will want to know what your everyday activities will be . . . You will want to know how to gain entry into your field and what education and training are necessary to secure your first job." (p. 186)

They will acquire this information by --

1. Reading about their field.
2. Interviewing people in the community who are already active in the field of their choice.
3. Endeavoring to gain work experience.

The text also discusses what those students who have not decided upon a field should do.

Notes and Suggestions

1. One of the major emphases is to point out how many students fail to take in high school the courses they need. The conference with Maynard M. Boring may well be stressed (p. 189). It presents facts in ways that will impress students.

2. Your class might like to divide into small groups, according to fields and insights thus far gained about their fields and to make plans for obtaining more information.

Chapter 18 SHOULD I GO TO COLLEGE?

The Objective

To discuss the relative values of going to college as compared with alternative possibilities. The teacher will see the value of adapting his handling of the subject to fit the attitudes prevailing in the community. Students should face the matter and begin to make plans as soon as possible.

The Chapter

Some of the vital points in the chapter are: 1) Should one go to college for vocational training? Certainly it helps in many ways, but remember there are other places to get vocational training.

"If you are not planning to enter a professional field (and remember that the last census showed that only 8.2% of all adults were professional workers), you will have to ask yourself if college is the best preparation for you. Will it be better to take the five to ten thousand dollars and the four years of time that a college education will cost you and invest them in some other type of training?" (p.202)

Notes and Suggestions

1. The pamphlet by B'nai B'rith referred to on page 198, includes other data of interest to the students.

2. Several of the tables of this chapter will provide lively discussion if they are objectively analyzed, especially the two on pages 199 and 200.

Chapter 19 OPPORTUNITIES FOR VOCATIONAL EDUCATION

The Objective

First, students whose vocational plans do not require college training should be assured that there is no reduced status rating of those who do not go to college. Second, students may be assured that there is no minimum educational requirement in fifty percent of the jobs, and that in only about nine percent is some college required. The qualifications required are other than college attendance, which indeed can be improved by further education. "If a training school offers you what you need, don't be foolish and suppose that you must go to college anyway, because it is 'the thing to do!'" The primary purpose is to discuss all the ways of getting education and training other than college.

The Chapter

The chapter states, "In general, trade schools, industrial schools, training schools, night schools offer you a much more accelerated course than college." There are full-time trade schools, part-time schools, night schools, correspondence and extension courses. The problem of getting your money's worth is weighed. "It is well to remember that no school can guarantee you results. You must be the producer, and not the school itself." (p. 223)

Notes and Suggestions

1. It may be necessary to spend a little time interpreting the tables on pages 220 and 221. Note question #1 in the text.

2. Consider a few trade school advertisements and try to evaluate the quality of the school by their claims and inducements. This may also be done with correspondence courses.

Chapter 20 CAREER PLANS MAY CHANGE

The Objective

The purpose of this unit is to help students understand what is the average experience in vocational stability. For one thing, it attempts to help them appreciate that even though a person may not succeed in getting a coveted position after a few years of working for it, this does not mean he will not finally succeed in securing a position that satisfies his needs and desires. Then, too, to understand the factors which may compel one to shift his own plans: a) technological changes may mean that fewer workers are needed in the type of job he was "shooting for," b) economic conditions may pile up unemployment and throw him out of a job, and c) his own interests may change radically, so that he would not want the job he thought he wanted.

The Chapter

The text points out that there are things within oneself as well as in the circumstances with jobs that may lead one to change his career plans long after he has begun to work.

"A factor which is even more important than technological and economic change in causing people to shift from one type of job to another is change which occurs in their own interests and abilities. You already know how your vocational interests have matured in the last few years. Do you suppose they will go on changing in the next few years? Most men and women, as they gain work experience, develop a clearer picture of their capabilities and of possibilities." (p. 229)

"Does this mean that all the vocational planning you are doing now will be wasted? Since you cannot predict what the world of work will be ten or twenty years from now, and since you cannot predict what your own interests and abilities will be, have you been engaged in a meaningless task?" (pp. 230-231)

Notes and Suggestions

1. Question #2 should successfully launch the discussion. Let the students report on persons they know who have done considerable shifting and weigh the results.

2. The students may like to discuss the significance of the double photograph on page 231.

Section VI

PLANNING FOR ALL-ROUND LIVING

Introduction

Thus far this book has dealt chiefly with the work aspects of the student's career. But important as these are, they constitute only a portion of planning one's future.

Other phases of living must now be considered in relation to successful vocational planning. The need for cultural development to nourish and enlarge the student's viewpoints, attitudes and outlook is more readily presented at this stage of growth when it is approached as a part of the vocational picture rather than a pursuit within itself.

The preface to this section opens up the area of feelings and emotions. The chapter points out to them that " . . . Your most important concern is to create for yourself a satisfying life . . . " The importance of social and emotional adjustment make these chapters vital. Whatever the degree of the student's interest in his vocational future may be, the next four chapters will contribute to his emotional maturity.

The illustration suggests multiple aspects of all-round living. For instance, the family looking at the Liberty Bell hints at the democratic idealism of which it is a symbol. It also suggests the educational value of sight-seeing. The church, the home scene, spectator and active sports all have aspects that contribute to all-round living.

Chapter 21 AVOCATIONS FOR SELF-EXPRESSION

We assume the word a-vocation originally meant "away from vocation" -- what one does when he is not at his main job. The great increase in leisure time is evidence enough of the need for things to do during those leisure hours. Many people derive very little satisfaction from the work they do -- so that if they lack interesting avenues for self-expression when they are off the job, all their living may be pretty drab.

The Objective

The student should consider, "Will your vocation, no matter how well chosen, offer you sufficient opportunities to express all your various abilities, and all your different interests? Will your job absorb all your energies? Will it provide you with all the satisfactions you will want in order to lead a full and happy life?" These questions should be answered, and the better ways of supplying these other needs should be discussed.

The Chapter

The text shows three reasons why avocational activity is more necessary today than in the past: 1) specialization throughout our business and industrial life means less and less creative activity at one's job; 2) the increase in educational opportunities means we have a greater range of outside interests; and 3) as working hours have shortened, we have an increasing amount of leisure time available. Many of the factors related to the choice of leisure time activities are considered.

Notes and Suggestions

1. It should be wholesome to discuss the psychological importance of self-expression: in the life of a growing child, in every educational process, in group living, in religious experiences, in recreation -- in fact, in all of life.

2. Do the great spectator sports provide self-expression as wholesomely as personal participation in amateur sports?

Chapter 22 WHAT ARE OUR BASIC NEEDS?

The Objective

To face all our needs as people. We had several of these needs in mind when we talked about the choice of a job. "Why, when we think of getting a job to earn money, do we plan the type of job we want? Any job will make it possible for us to eat. It is because there are other basic needs which each person must satisfy -- among them, the need for recognition, the need to feel oneself an accepted and worth-while member of the community, the need to feel that one is making full use of his capabilities." These are only a few.

The Chapter

"Each person needs to feel that he is accepted by other people -- that others like him, recognize his worth, respect his achievements . . ." (p. 255)

"The needs for acceptance, for recognition -- or you may use different words to express the same ideas -- are needs for social approval . . ." (p. 255)

"Some individuals, in their attempt to win recognition, will go to unusual lengths for fame, fortune, or outstanding achievement." (p. 256)

"Even more important than social approval is the need for the deeper love and affection of a few people -- one's family, his closest friends, and the person whom he marries . . ." (p. 256)

"There is another group of personality needs whose satisfaction depends upon the individual himself. One of these is the need for self-respect. Every person must feel worthwhile, must know that his ideas count for something, must know that he is capable of achieving certain goals . . ." (p. 256)

"Related to the need for self-respect is the need for self-improvement. Every person wants to grow in knowledge, in skills, in achievements . . ." (p. 256)

" . . . He also needs to feel that he is a useful member of society -- not only that other people approve of him, but that he can perform a service to other people, that he has something to contribute to the welfare of others . . ." (p. 256)

Notes and Suggestions

1. As students analyze their own present concerns and activities to discover what motivates them, they will begin to gain insight into their own needs and the methods they are using to satisfy them.

2. The 19th Yearbook (Vol. 19, #6, 1940) of the National Elementary Principal's Association is entitled "Meeting Special Needs of the Individual Child." It provides material on all the needs of students.

3. The 1952 Elementary Yearbook, "Bases for Effective Learning, also covers subjects which make up the background of the chapter.

4. The 1953 Yearbook of the AASA entitled "American School CURRICULUM" is good on this general subject.

Chapter 23 OUR FEELINGS AND EMOTIONS

The Objective

The purpose is to lead the students to understand their own emotional behavior and to help them appreciate the place of feeling and emotion in all of living. "Sometimes we are made to feel that it isn't quite manly or realistic or grown-up to like beautiful things, or to be emotionally moved by a tender story. But these feelings give a warmth, a richness, and a refinement to living." The objective includes a discussion of some of the ways to cultivate and express emotions.

The Chapter

The exceedingly vital part which emotions play in daily living is portrayed on pages 264-266.

"Emotions are more than the colorings of life. They cannot be added to our lives according to our preferences, in the way an artist adds color to his picture. Feelings and emotions are an *integral* part of life. They are rooted deep in human nature. They are as *natural* as eating or breathing." (p. 264)

"Our feelings and emotions add energy to what we do. They are a cause of action, a source of motive power . . ." (pp. 265-266)

"Our feelings affect our choice of vocation and our success in it ..." (p. 266)

"Negative or misdirected emotions can lead to muddled thinking when we are choosing a vocation; they can also make it difficult for us to do good work on the job . . ." (p. 266)

Notes and Suggestions

1. Sensitive discussion of this topic holds the possibility of therapeutic growth in the direction of acceptance of one's positive add negative emotions.

2. One of the best books in the field of emotions in relation to education is, "*Emotion and the Educative Process*," by Daniel Prescott (American Council on Education).

3. If the library holds books on applied psychology they may well be added to the annotated reading list at the end of the chapter.

Chapter 24 WHAT IS EMOTIONAL MATURITY?

The Objective

To help young people understand why they seem to be quite emotional and to help them find wholesome outlets and expressions for their energy. They should come to see that one measure of their gradually increasing maturity is the degree to which they express their emotions in wholesome and constructive ways.

The Chapter

Understanding and handling one's emotions is not a simple matter.

"The mature person finds suitable ways to express his emotions. The most suitable way to release emotional energy is not always the most obvious or the most direct way . . ." (p. 275)

"A person should express his emotions, but not in ways which will make him socially unacceptable. Suitability depends upon two things -- the degree to which the action taken satisfies the individual himself and results in effective release of tension and the degree to which the action taken is acceptable to other people." (p. 275)

The text discusses four ways to avoid emotional wear and tear:

1. Avoid upsetting situations.
2. Try to keep your perspective.
3. Develop a sense of humor about yourself.
4. In some cases, delay action.

Notes and Suggestions

1. Careful attention may well be given to the Purdue Opinion Poll as reported on page 274. Note the frankness of the students. This is a new and wholesome trait in the youth of today, too little realized in earlier days. Evaluate the reasons for the difference between boys and girls. Is this difference as great as the tabulation implies?

2. The tenth grade book of National Forum's guidance series, DISCOVERING MYSELF, is helpful to students in handling their emotional problems. See especially chapters 4 to 13.

Section VII

PERSONAL-SOCIAL RELATIONSHIPS

Introduction

This seventh section is really a continuation of the sixth. As the introduction on page 283 states:

> "Your personal-social relationships are basic to all-round living. The companionship you share with individuals and groups is important to you.
>
> "These relationships influence your future. You need, therefore, to work toward developing mutually satisfying relationships with your personal friends, including members of the opposite sex . . .

193

> "In this framework of social living, you come to understand the value of democracy. You learn increasingly to carry your part in group responsibilities. You begin to evaluate critically some of the processes and by-products of democratic living, such as education and propaganda . . ."

The illustration calls attention to somewhat differing phases of social relationships. The couple in the first scene are starting out on a date. The "date" as such supplies a definite social need for young people; it may mean nothing more. The second couple suggest a relaxed companionable relationship. It is informal, it may be quite casual, but it can provide mental stimulation and nourishment. The group scene suggests the essentials of social intercourse -- interest, response, acceptance.

Chapter 25 GOING STEADY

The Objective

The intention is to go well beyond the question of whether or not the students of this age should go steady. They have more or less answered that for themselves. In any case, community customs pretty well give the answer to this rather elementary question.

The deeper purpose of the chapter is to consider what the friendship which become more or less "steady" can and should mean to a person. There are potent effects upon one's character, personality and life objectives.

The Chapter

"It would be difficult to separate the question of going steady from the rest of your life plans. Human relations don't exist in a vacuum. Even if going steady happens to be for you no more than a habit -- or date insurance for the next prom -- it is bound to influence your social and personal experience.

"Its influence is multiplied many times if the relationship amounts to more than social convenience. Future plans enter into the situation even when there is not the slightest prospect of marriage becoming involved. Close friendships inevitably influence one's ideas, tastes, and desires in countless large and small ways. They may sweep you out of one crowd and into another. The may place on you responsibility for helping a new boy or girl friend became accepted by people whose friendship means much to you." (pp. 286-287)

"Your choice of pastimes and hobbies, many of your likes and dislikes are affected in varying degrees by the tastes and opinions of the person closest to you. Young people's religious interests, even their vocational choices may be the outgrowth of ideas obtained from the boy or girl who shares much of their leisure time." (p. 288)

Notes and Suggestions

1. It is suggested that a committee of class members be formed to help set up some questions suitable for a class survey. Then, the class may conduct the survey, tabulate the answers, and carry on a discussion of the findings.

2. A supplementary discussion topic that might be good in some schools is -- what about early marriages? How does appropriate age vary in different situations or with different people?

Chapter 26 MY CROWD

The Objective

On the positive side, to recognize and discuss the values gained by belonging to a crowd. It is a sign of a growing social maturity. "It shows that the individual can branch out beyond one or two close friends, that he knows how to relate himself to people of his own age, and how to get along in a group." (p. 291)

On the negative side, "Sometimes a crowd becomes a clique -- a small exclusive social set. In this case, it may hinder rather than help an individual in gaining social maturity. Some crowds set up barriers to a person's self-development; they are so exclusive that they prevent individuals' making new friends and having wide experiences." (p. 292)

"Do you know of any crowd which seems to build a fence around itself to keep newcomers out? Whose members become clannish and exclusive and self-satisfied? . . ." (p. 292)

"Are you 'in' with the crowd you want to be with? If so, you will want to ask yourself if your membership is enriching your experience, or limiting it. Does your crowd take pride in its exclusiveness? On what basis do you choose new members?" (p. 292)

" . . . a friendship group where the members share their deepest concerns and feelings becomes a fellowship where some of the finest values of life are realized. Participation in a crowd now is preparing you for experiences of this kind." (p. 295)

Notes and Suggestions

1. You might like to take a vote of your class on how many would like to have high school social clubs that are conducted like sororities and fraternities. How many would prefer not to have such clubs?
2. It would provide a wholesome educational experience to have a member of a college sorority or fraternity speak to the class on the pros and cons of sorority or fraternity membership.

Chapter 27 SHARING LEADERSHIP

The Objective

Here is a problem in democracy. We cannot afford to ignore this opportunity for student development. "If we learn anything from the experiences of living in a democracy, we learn that there are no indispensable persons. Nobody has a monopoly on intelligence or originality or 'know-how.' The person who thinks the world rests on his shoulders finds out differently when he sees himself replaced by someone else who does the job equally well." The whole area of student activities and school affairs offers the best possible arena for the training of students in the essential processes of democratic living. Since their interests are so keen, the impressions are many and deep.

The Chapter

The qualities that make a good leader are discussed. The major portion of the chapter is taken up with the various methods of assuring a wide distribution of leadership responsibilities.

"What about your school? Are you satisfied with the degree to which students are given opportunity to develop leadership? Are elective offices, honors, and responsibilities spread widely enough? If your school includes students of racial or religious minorities, are those students given equal opportunities at leadership? If not, with whom does the fault lie? With the school officials? With the boys and girls who are now in positions of leadership? Or with the students themselves?" (p. 299)

Notes and Suggestions

1. Chapter 25 in Discovering Myself, Book 10 of the National Forum Guidance Series, gives valuable additional material on this point.
2. The class could probably have an interesting and profitable time discussing the cartoon on page 301.

DEVELOPING IDEALS

The Objective

To get students to take a personal inventory. The students will be genuinely challenged by a realistic discussion of goals and ideals that are worth striving for, and how one may be able to reach particular goals. A great opportunity is missed if there is not a thorough grappling with the importance of adopting ideals and holding to them. Realism here does not mean dropping the ideals when the going is tough, but rather, being adjustable and wise in the methods of carrying them out.

The Chapter

"As a person grows toward maturity, he begins to think for himself. He becomes more critical of people and events and ideas. He recognizes a wide variety of ideals and patterns of living. He begins consciously to pick and choose among them. He decides what he will accept and what he will reject . . . No one can make these decisions for you." (p. 307)

The chapter discusses different ideas of happiness and ways to achieve it. Four criteria for judging ideals are presented: 1) "The degree to which an ideal is personally challenging . . . Does it call forth your best effort?" 2) Can it be translated into action? "Some ideals cannot be translated into action because they are based upon false premises . . . Will they lead to useful and purposeful behavior . . . or will they cause him to act in strange ways, to attempt feats which are beyond his power . . . ?" 3) Do they seem realistic? Will they work in real life? 4) Are they wholesome in their effects upon others? "If a man's ideal is to be a good thief, will that ideal affect the community in which he lives?"

Notes and Suggestions

1. Here is another chapter in which it will be valuable to have at hand a published copy of the Cornell Study. We can picture the students having a very lively discussion over the data reported on page 308.

2. The poem "Nothing Is Ever Lost or Stolen" was written by W. Russell Shull, Executive Director of National Forum Guidance Foundation. It has been previously published.

Chapter 29 EDUCATION OR PROPAGANDA

The Objective

The purpose will be to clarify the difference between the objectives and methods of education and those of propaganda and to help each student detect the difference and judge values. Education is intended to help the individual develop his potentialities, learn how to form his own opinions and make his own decisions.

The Chapter

"Are you given a summary of the evidence and invited to investigate further for yourself? Are you told, 'Here is the best data available. What conclusions will you draw?' Are you told, 'Here are both sides of the question. Think it through for yourself and make up your own mind?'

"Or, are you presented with only a part of the facts -- only one side of the story? Are you led to believe that there are no other facts besides the ones quoted? Does the speaker say, "You must agree that this is the only possible conclusion to draw'?" (p. 316)

"While education encourages sound habits of thought, propaganda appeals to unreasoned thinking . . . " (p. 317)

"Propaganda often appeals to our 'herd instinct' -- we are asked to join a cause because others have done so, we are supposed to 'jump on the band-wagon.'" (p. 317)

Notes and Suggestions

1. The word "education" has it roots in a Latin word which means "to lead out." "Propaganda, on the other hand, is intended to plant and promote an idea. It attempts to influence the way a person thinks, or to tell him what he should think." Instead of leading out, it pours in.

2. There is, of course, a very practical aspect to this subject. Few topics impinge upon the lives of us all more than this one. There are various projects or activities that may suggest themselves to you, such as questions 11 and 14.

Section VIII

CREATIVE THINKING AND LIVING

Introduction

In this last section, as in the two preceding. the non-vocational aspects of living are being considered.

The importance of these aspects in relation to vocational planning has been made apparent. Effective adjustment in all areas of living has been shown to have a vital influence on one's career plans. Intelligent and enthusiastic participation in social-creative-leisure experiences may contribute greatly to one's work attitudes.

The editors believe that these areas are to be included in our planning and require early consideration.

> To be at home in the less clearly defined environments of group action -- in its social, communal phases and surrounding influences of public opinion and pressures,
>
> to learn to choose a viewpoint, perhaps even a way of life, and follow it consistently and practically,
>
> to think and plan creatively beyond the demands of vocational functions,

these require a growing understanding of how society forms it ideas and puts them into action -- and how the maturing individual deals with them.

The illustration emphasizes self-expression -- in the precise bounds of science, in broad and exploratory reading, in planning with a group, in home planning, in simple constructive efforts, in articulating one's feelings and opinions.

Chapter 30 GROUP THINKING

The Objective

To lead the students to see the importance of group thinking and to develop the skills for it. These skills, of course, are learned by doing. Usually, skilled supervision is required if they are to learn effectively. "By group thinking, we do not mean merely adding together the thinking of each member of the group . . . The thinking . . . is usually better than the thinking any one person could do alone. This is true because people interact with each other . . ." (p. 326-327)

"In effective group thinking, an idea is batted back and forth. It is modified, improved, enlarged. Many persons have a part in shaping it into final form. No one person can claim it as his own." (p. 327-328)

"Not only does group thinking result in a better final product, it usually has a salutary effect upon the individuals' own thought processes. He takes pains to clarify his thoughts to so that he can communicate them to others. He is likely to become more critical of his thinking and less likely to jump to hasty conclusions. He learns to think through, one by one, a variety of alternatives presented in the group." (p. 328)

Notes and Suggestions

1. The class should benefit by discussing the drawing on page 326. What behavior in people is out of harmony with group thinking?

2. The group process illustrated on page 327 may warrant special attention. How do we become more skilled in group procedures? National Forum has published a little booklet to help students and teachers to conduct effective group discussions. It is entitled TECHNIQUES OF DISCUSSION WITH TEEN-AGERS.

Chapter 31 PREJUDICES

The Objective

The purpose is, first, to understand why and how prejudices develop and second, to see how they can be corrected, and to start some of the processes that will help each student to overcome his own limited and incorrect views.

The Chapter

"All prejudices are irrational and are symptoms of immature thinking. They are based upon unsound generalizations. One cannot judge all the members of a group by the behavior of one member . . ." (p. 334)

"Prejudice restricts a person's experiences and therefore acts as a barrier to his self-development. Prejudices are like blinders on a horse -- they limit vision." (p. 334)

"Some groups develop antagonism toward the stranger and the person who is different. These feelings of hostility become strongest at times when people need something to bolster their pride . . ." (p. 335)

"Once a prejudice has developed, it is handed down from one generation to another." (p. 335)

The chapter asks, "What can we do, then, as individuals?" and four suggestions are made:

1. We can examine our own thoughts and behavior to determine our prejudices.
2. We can ask ourselves how we acquired our prejudices.
3. We must be willing to examine our prejudices in the light of the facts.
4. We must do all we can to modify our behavior in accordance with our ideals of brotherhood and cooperation.

Notes and Suggestions

1. With this kind of topic local community conditions may well be drawn upon for examples. The students might be asked to cite examples and then to discuss ways to help overcome such prejudice.

Chapter 32 REACTING TO NEW IDEAS

The Objective

The teacher may well share with the students his own faith in their inherent tendency to be open-minded about things and to judge issues on the basis of merit rather than on prejudice. In this atmosphere of commendation and mutual confidence the teacher can go far in getting across the meaning of the unit. The principal objective is to help in building an attitude -- a habit of judging new ideas by their merits. Not, "Is an idea old or new?" Not, "Has it ever been done before?" But, "Will it work?" "What will it do?"

The Chapter

"The reluctance to admit that our ideas are wrong is a widespread human trait. We like to believe what we are accustomed to believing. We cling to our pet theories, superstitions, and prejudices in order not to disturb our security. It is comfortable to go on thinking the things we are taught in childhood; it is uncomfortable to be forced to change ideas which have become fixed in our minds." (p. 342)

"People have their own ideas about causes of war, unemployment, or poor housing conditions; they are reluctant to change these ideas. When a political scientist declares that wars can be prevented, that unemployment can be eradicated, that everybody can be adequately housed, he is denounced as a 'dreamy theorist' or a 'dangerous radical' . . ." (p. 342)

"Sometimes vested interests resist change. People who are used to doing things the old way often do not want to adopt new ways." (p. 343)

"The question is not whether you should try new ideas. Your real choice is between keeping your mind open and receptive to change or having a closed mind which either blindly follows the past or jumps at any new idea. There is a difference between actively resisting changes or being critical and tentative in your thinking about any issue -- testing an idea before you accept or reject it." (p. 344-345)

Notes and Suggestions

1. The students might be given opportunity to look for unusual or inconsistent elements in the photograph on page 343, to see if they will note the aerials on all the buildings. Do these people put television and other recreational interests ahead of physical comforts.

Chapter 33 CREATIVE VS. STEREOTYPED LIVING

The Objective

There should be an understanding of why we behave in these ways. "When we go along according to habit and behave as the other fellow, we eliminate the necessity of thinking and planning how to act in each situation. Crowd-following simplifies the problems of life . . ."

One of the major purposes is to show that there are different levels and areas of creative living. It is to be hoped that this lesson will challenge the students to be creative in socially significant ways.

The Chapter

"Basically, you know that the best way to be accepted by any group is to be *yourself*. Those with whom you come in contact will like you better if you are *natural*. If you put on a front and try to conform to a prescribed pattern of behavior, people will soon sense something artificial about you. The 'real you' always involves creativity. It means you are not trying to fit yourself into a mold someone else has fashioned. What you do and say comes out of your genuine personality -- deep within you." (p. 349)

Notes and Suggestions

1. Can the class trace the origin of several inventions and show how a creative idea develops from a simple need?

2. To what extent are actions that are thought of as routine, actually creative? Is all human living creative?

A UNIT SAMPLE - OCTOBER

October 2

Introduction of Program to the Students

The first unit should involve a broad look at the program in which the teacher explains the program's objectives, exhibits the materials to be used in the program (e.g. record books, resource books, O.E.K., etc.).

The first formal presentation could be going over the instruction page of the Student Record Book with your class.

A thorough understanding of the uses of the record book is extremely important since it is the key to the student's personal exploration of the job briefs in the O.E.K.

Take as much time as necessary going over these instructions and those relating to the general use of the O.E.K. itself. Sections of the O.E.K. guide should be read to the students (especially pages 3-6).

If time remains, you may wish to develop the points made in unit 1 of the Planning My Future book. A short discussion period could follow.

October 10

T.V. Presentation

Classes will assemble in the auditorium to view the T.V. program. Teachers should accompany the classes and note points developed in the telecast for future class discussion purposes.

October 16

Presentation of a selected unit in the resource book (e.g. Unit 2 "Each Job Requires Many Abilities" and the film strip "Putting Your Aptitudes to Work") is recommended. Use the teaching chart and the discussion questions provided in this guide. They could be helpful in stimulating class discussion. (The radio program "Looking Ahead" can be pre-recorded for use during any class period if you desire.)

October 23

Exploring the O.E.K.

This unit could involve the students in the use of the O.E.K. Some groups may wish to select one of the booklets in the guidance series to read, others may investigate a number of occupations via the occupational brief. The scanner should be used by one student at a time to locate selected briefs and then passed on to another student.

This period then could involve your class in a number of independent groups, some reading from the booklets, others reading briefs, and still others working in their Student Record Books.

The emphasis in this particular activity should be on student choice. Do not structure this particular phase of the program too highly for it is highly unlikely that any two members of your class will have identical occupational interests.

The other materials in the program, which are listed in the front of this guide, are always available to the teacher. They are stored in the counselor's office and are available upon request. Please work closely with your school counselor and make each unit a real contribution to the students with whom you are working.

PROGRAM EMPHASES

In developing the individual grade level program objectives, it would be wise to follow a common schedule of topics. Those which follow are suggested since they are, in most cases, keyed to the resource book and more importantly essential elements of that grade level's program objectives. When a unit or chapter in the resource book is relevant, the unit number is shown in parenthesis. Teachers may refer to the appropriate section of their guide for recommended activities and discussion questions.

PROGRAM EMPHASES - GRADE NINE

The monthly and weekly topics shown on the following pages are recommended as points of emphasis in preparing your class units. The television program will use the monthly topics as their central themes, while the radio programs will, in most cases, be closely related to the weekly themes. Suggested classroom activities for each of the 32 weekly topics are listed in each teacher's manual. Related resource book chapter numbers follow each topic.

OCTOBER

YOU AND THE WORLD OF WORK

First Week	All Jobs Are Important (1)
Second Week	Each Job Requires Many Abilities (2)
Third Week	Character and Personality Are Important (3)
Fourth Week	What Do I Want From a Job? (4)

NOVEMBER

FIELDS OF WORK

First Week	Surveying All Fields of Work (5) (Also: Automation and Your Job)
Second Week	A Realistic Look At Job Opportunities (6)
Third Week	"Families" of Vocations (7)
Fourth Week	Working With Things, People, Ideas (8)

DECEMBER

SELF-APPRAISAL

First Week	Types of Abilities (9)
Second Week	Ability Plus Interest (10)
Third Week	Appraising Myself (11)
Fourth Week	Ability Plus Social Adaptability (12)

JANUARY

CHOOSING A FIELD

First Week	Choosing an Occupational Field (13)
Second Week	Testing My Ideas of A Job (14)
Third Week	Homemaking As A Career for Girls (15)
Fourth Week	Homemaking in the Career of Boys (16)

FEBRUARY

PREPARING FOR A FIELD

First Week	Preparing for a Field of Work (17)
Second Week	Should I Go to College (18)
Third Week	Opportunities for Vocational Education (19)
Fourth Week	Career Plans May Change (20)

MARCH

PLANNING FOR ALL-ROUND LIVING

First Week	Avocations for Self-Expression (21)
Second Week	What Are Our Basic Needs (22)
Third Week	Our Feelings and Emotions (23)
Fourth Week	What Is Emotional Maturity (24)

APRIL

PERSONAL-SOCIAL RELATIONSHIPS

First Week	Going Steady (25)
Second Week	My Crowd (26)
Third Week	Sharing Leadership (27)
Fourth Week	Developing Ideas (28)

MAY

CREATIVE THINKING AND LIVING

First Week	Group Thinking (29)
Second Week	Prejudices (30)
Third Week	Reacting to New Ideas (31)
Fourth Week	Creative vs. Stereotyped Living (32)

Materials -- Itemized

The Student Record Booklets

Each student will maintain a personalized career record in a student record booklet which is keyed to a specific job brief series (e.g., Grades 7 and 9 will be keyed to the SRA Kits and Grade 8 will relate to the Chronicle Job Briefs).

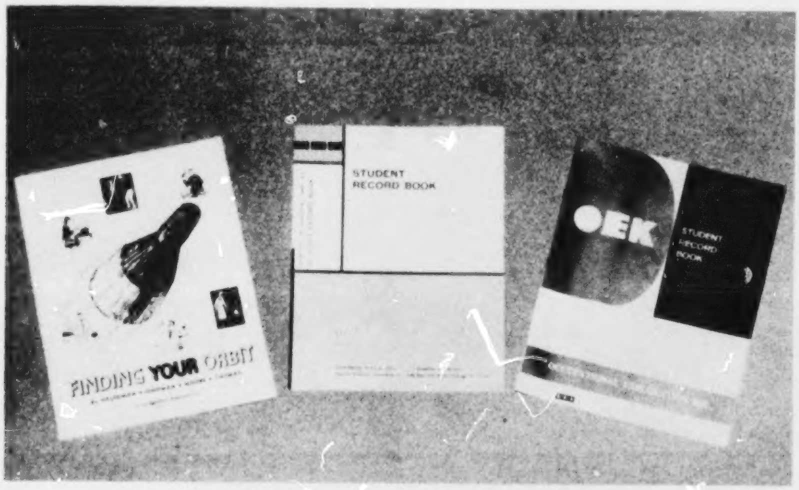

FINDING YOUR ORBIT
STUDENT RECORD BOOK
OEK
STUDENT RECORD BOOK

Figure 2 - Student record books for Grades 7, 8, and 9

Guidance Kits

The Widening Occupational Roles Kit (WORK) will be used in Grade 7. This kit contains briefs on 300 occupations, vocations, and professions.

The Occupational Exploration Kit (OEK) will be used in Grade 9. This kit contains 400 job briefs. Additionally, two extra sets of job briefs for each kit will be provided.

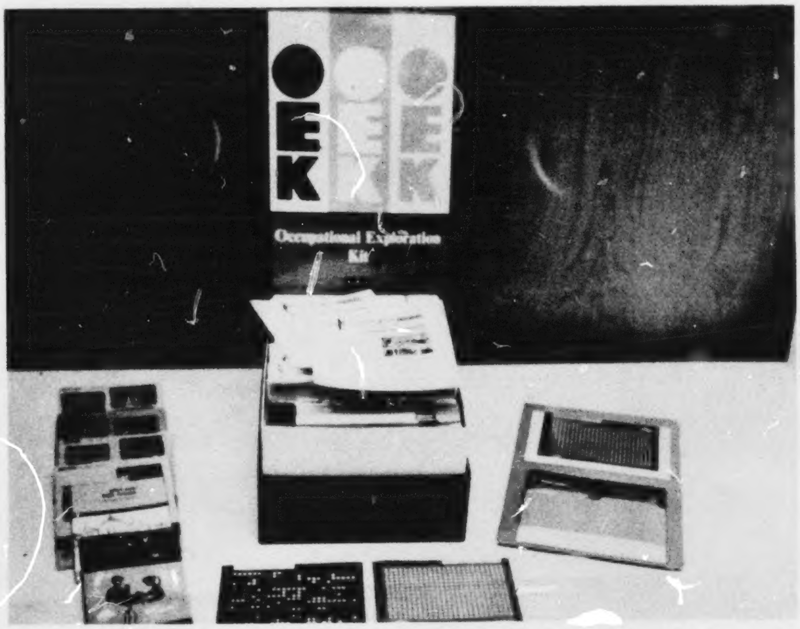

OEK
OEK
OEK
Occupational Exploration Kit

Figure 4 - The Occupational Exploration Kit

The Three Resource Books

Each school shipment contains fifty guidance resource books for each grade level. Grade 7 will use About Growing Up, Grade 8, Being Teen-Agers, and Grade 9, Planning My Future.

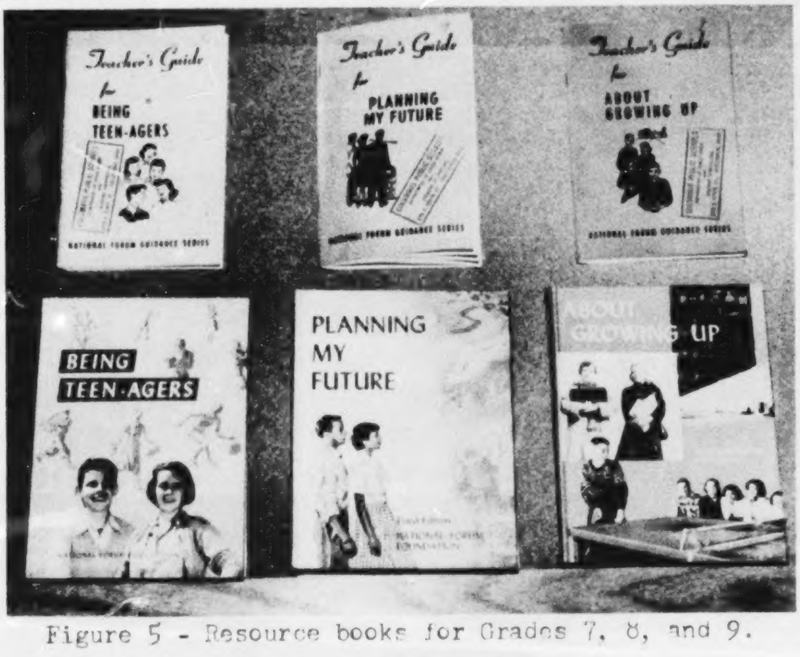

Teacher's Guide for BEING TEEN-AGERS
NATIONAL FORUM GUIDANCE SERIES
Teacher's Guide for PLANNING MY FUTURE
NATIONAL FORUM GUIDANCE SERIES
Teacher's Guide for ABOUT GROWING UP
NATIONAL FORUM GUIDANCE SERIES
BEING TEEN-AGERS
PLANNING MY FUTURE
NATIONAL FORUM FOUNDATION
ABOUT GROWING UP

Figure 5 - Resource books for Grades 7, 8, and 9.

Chronicle Job Briefs

The Chronicle Job Briefs (3 sets) will be used at Grade 8. Each set contains 300 job descriptions.

Figure 6 - Chronicle Job Briefs for Grade 8.

Guidance Series Booklets

The junior high school Guidance Series Booklets (3 sets of 21 booklets) will be used in Grade 9.

Figure 7 - Guidance Series Booklets.

Teaching Charts

Each resource book (see Figure 5) has a teaching chart which relates to various units in each book. Schools will be provided one chart for each grade level (three charts per building).

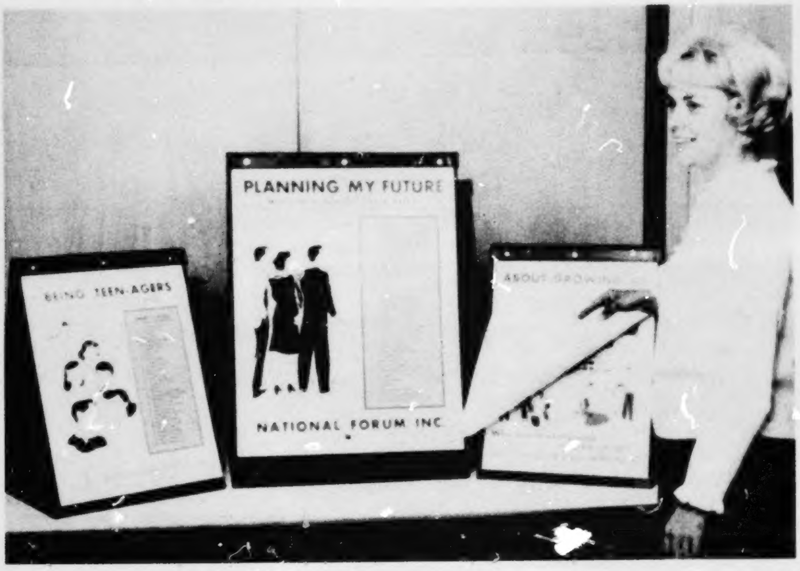

BEING TEEN-AGERS
PLANNING MY FUTURE
NATIONAL FORUM INC

Figure 8 - Teaching charts keyed to resource books.

Guidance Materials

In addition to these grade-level materials, the following guidance aids have been selected for use in the program.

The Encyclopedia of Careers (two volumes to be available for student use upon request)

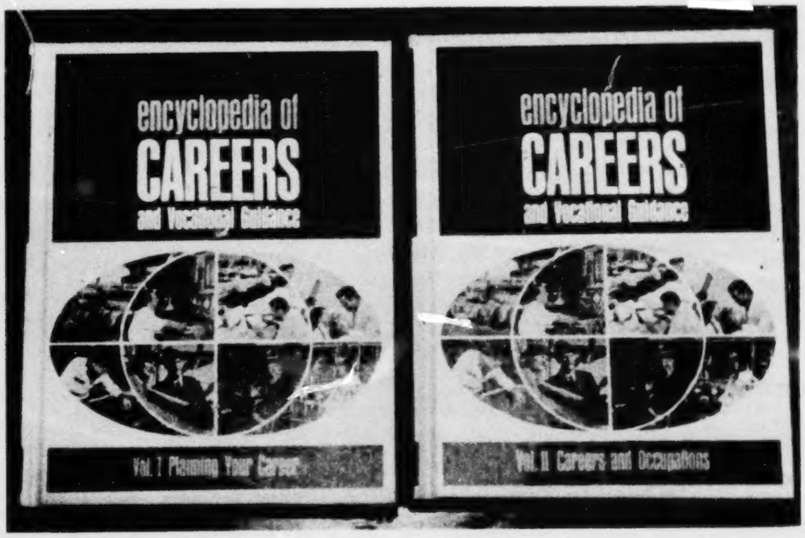

encyclopedia of CAREERS and Vocational Guidance
Vol. I Planning Your Career
encyclopedia of CAREERS and Vocational Guidance
Vol. II Careers and Occupations

Figure 9 - The Encyclopedia of Careers

The Dictionary of Occupational Titles (two volumes to be placed in the counselor's library to assist students).

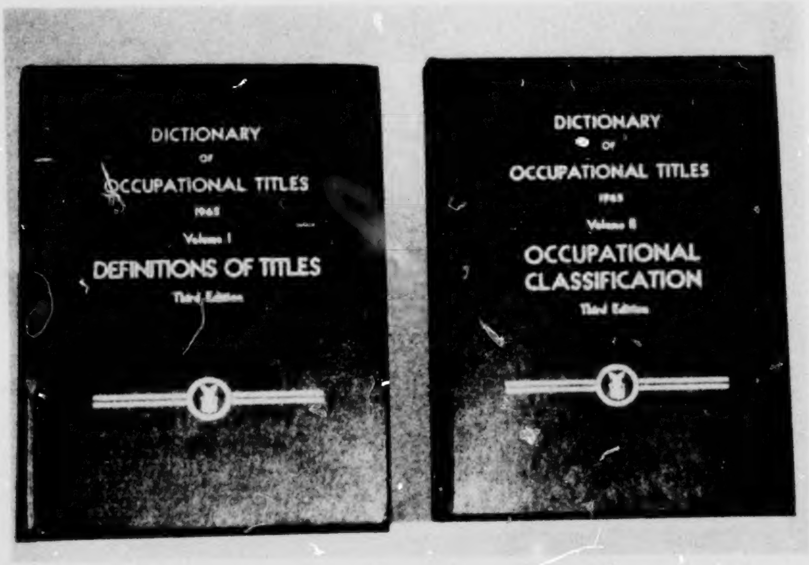

DICTIONARY
OF
OCCUPATIONAL TITLES
1965
Volume I
DEFINITIONS OF TITLES
Third Edition
DICTIONARY
OF
OCCUPATIONAL TITLES
1965
Volume II
OCCUPATIONAL CLASSIFICATION
Third Edition

Figure 10 - The Dictionary of Occupational Titles.

Guidance Film Strips (the guidance staff of each school to be supplied with 18 film strips relating to various phases of the Career Exploration Program).

INTERESTS PAY OFF

Figure 11 - Guidance film strips.

Figure 12 - Television Programs

Figure 13 - Radio Programs